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ABSTRACT

This curriculum guide for secondary teachers outlines resource units for U.S. history. Although intended for use by teachers in Louisiana, the guide can be used or adapted by educators in any state. The guide is comprised of six sections dealing with the following topics: (1) colonial history, the Revolutionary War, the War of 1812, and nationalism; (2) conflict and reunion including sectionalism, the Jacksonian Era, the Civil War, and Reconstruction; (3) the emergence of modern America including expansion in the American West, growth of American business and industry, the labor movement, the organization of the farmers, the "New South," and the progressive movement; (4) conflict and international power; (5) global change and conflict; and (6) problems and future prospects. From two to seven units are outlined within each section. Objectives, concepts, generalizations, and learning activities are provided for each unit. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. Also included are a sample eighth grade unit on the Louisiana purchase, a bibliography of student materials, and a discussion of evaluation techniques. The appendix contains two skills charts. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

AMERICAN HISTORY CURRICULUM GUIDE

Secondary Social Studies

BULLETIN 1599

1981

Issued by

Office of Academic Programs

J. KELLY NIX

State Superintendent

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FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for social studies were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Social Studies Curriculum Guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J. KELLY NIX

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LOUISIANA SOCIAL STUDIES PROGRAM

RATIONALE

Any curriculum plan should address questions of what is to be taught, to whom, and in what arrangement. It also must be concerned with who decides upon these matters. The central focus of the Louisiana Social Studies Program is the child or youth to be educated, and the program is designed for all the children of all the people of the state who choose to enroll in grades K-12 of the public schools. It is assumed that all persons are educable and that there should be a common minimal core of goals for all. Knowledge about individual differences is applied through providing differentiated recommended means to attain the minimum standards. These means include a variety of activities and resources from which to choose. It is also important to note the assumption that, while the state has responsibility with regard to minimum programs for all students of the state, local systems, schools and classrooms must still define and provide for individual and community needs.

The knowledges, skills and attitudes treated in the Louisiana Social Studies Program guides are arranged in a developmental sequence from grades K-12 to provide a cohesive, cumulative program designed to improve the quality of learning. Statewide testing has identified past shortcomings in achievement in social studies. The present guides are designed to promote improved performance in those areas. The program arrangement or design places emphasis at the elementary school level upon acquisition of skills in a context of social studies content. The middle school grades articulate between the elementary school emphasis on skills and the secondary school emphasis on content as well as the changes from the self-contained classroom to departmentalized patterns. At the secondary level, emphasis is upon further development and application of skills to new learning tasks. At this level, the activities using study, reasoning, discussion and group participation skills previously introduced are necessary to the continued development of these skills and to the attainment of overall course goals. It is also assumed to be the case that, while there are few specific affective objectives within the secondary course guides, the activity selections are proper means to affective development for adolescents in the public high schools. The activity program for students encompasses learning procedures with potential for increasing interest, empathy, sense of justice, respect for others and other attitudes consistent with democratic values. Thus, the arrangements of objectives, content and activities are integrally structured so that they will contribute to the attainment of program goals and course objectives.

Decisions about what is to be taught are made through the democratic structure and processes established by the state of Louisiana for enactment of school laws and policies. Professional aspects of the curriculum development tasks have been designed to fulfill the principle that the quality of decisions can be improved through involvement of all parties concerned and having contributions to make. Representation of a broad array of educators has been provided throughout. Materials developed by other school systems have been sampled, and recommendations by professional and scholarly societies have been analyzed in relation to the Louisiana curriculum development project. The overall framework with explicit written documents also lends itself to accountability and to continuing improvement.

It seems proper to conclude this statement of the Louisiana Social Studies Program Rationale with Thomas Jefferson's broad and enduring statement of the rationale for American public education:

> "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

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LOUISIANA SOCIAL STUDIES CURRICULUM PROGRAM GOALS

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge of new situations and data by:

- A. Acquiring knowledge about social organization.
- B. Acquiring knowledge about the relationships between human beings and social environments; understanding some of the effects of these relationships, and making value judgments about the consequences of these relationships.
- C. Acquiring knowledge about the relationships between human beings and the physical environment; explaining some of the effects of these relationships; and making value judgments about the consequences of these relationships.
- D. Acquiring knowledge about decision-making processes.
- E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.
- F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values and behaviors.
- G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.
- H. Acquiring knowledge about some of the influences, beliefs and values have on relationships between people.

II. Develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifying issues by:

- A. Identifying the central problem in a situation; identifying the major issue in a dispute.
- B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.
- C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

D. Demonstrating ability to use reliable sources of information.

E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.

F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validating outcome of investigation.

H. Appraising judgments and values that are involved in the choice of a course of action.

III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others, and develops a positive self-concept by:

A. Expressing awareness of the characteristics that give one identity.

B. Expressing awareness of one's goals (aspirations), the goals of the groups with which one identifies, and correlating those goals.

C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.

D. Examining own beliefs and values and the relationship between these and behavior.

E. Developing the human relations skills and attitudes necessary to communicate with others.

F. Expressing awareness of the physical, intellectual and social conditions of human beings, and suggesting ways these can be improved.

G. Demonstrating a commitment to individual and group rights and acting in support of equal opportunities.

H. Demonstrating effective involvement in social interaction.

I. Developing a positive feeling about oneself.

LOUISIANA SOCIAL STUDIES PROGRAM

Scope and Sequence

The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies education program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, geography, history, political science and sociology for course content. The design of the elementary program, then, is shown to be multidisciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child - the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies and World Studies. The middle school grades then reverse this pattern. World Studies in the sixth grade is followed by American Studies and then moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides are being developed at this time are Civics, Free Enterprise, and American History.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these shows those skills that are *shared* with other subjects and the other shows those that are *major* responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels they are to be introduced, developed, mastered and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, parameters of the Louisiana Social Studies Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum--articulation, balance and continuity and, thereby, provide a cumulative, developmental framework for Louisiana's children and youth.

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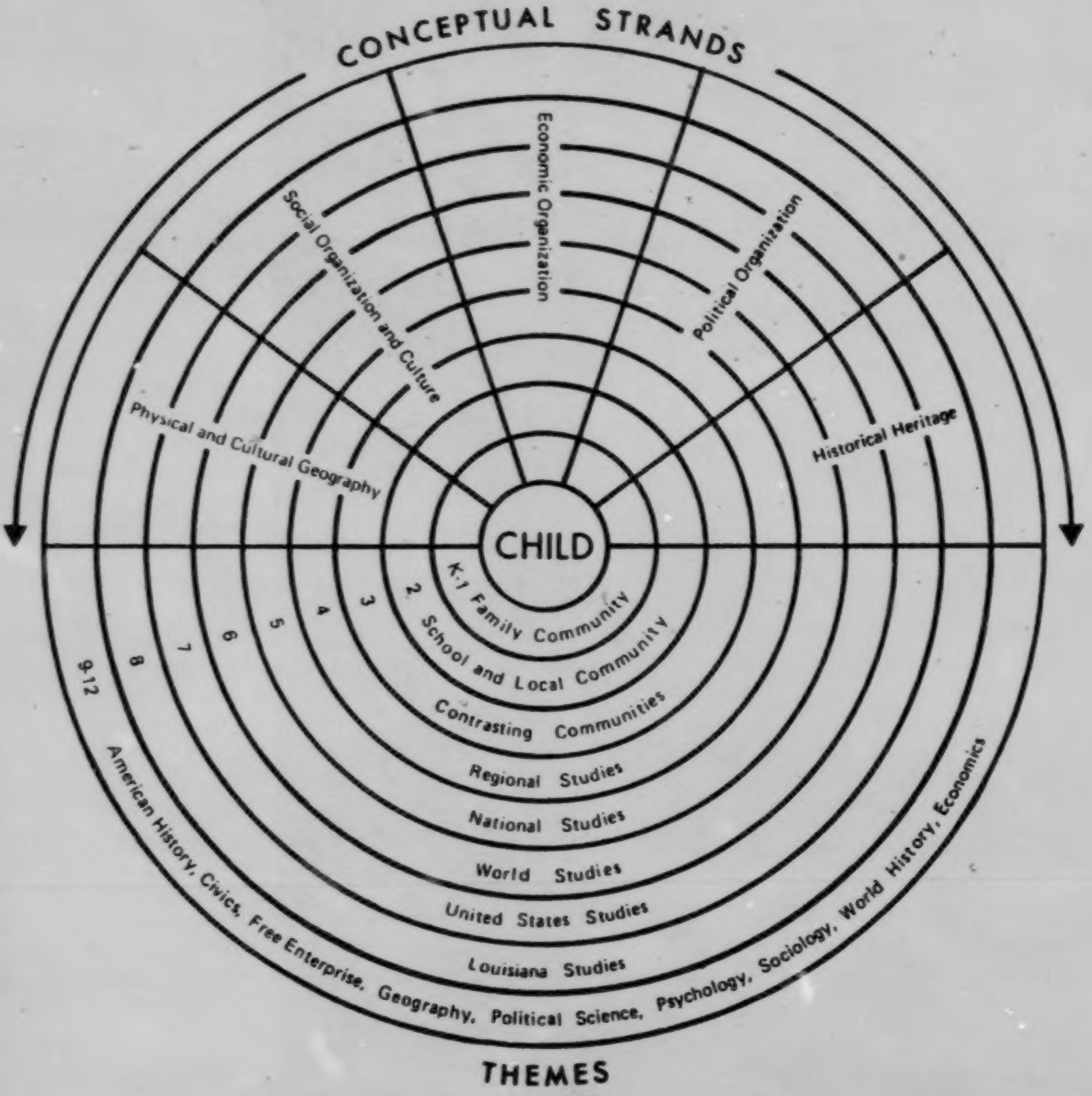
CONCEPTUAL STRANDS
Social Organization and Culture
Economic Organization
Political Organization
Physical and Cultural Geography
Historical Heritage
CHILD
K-1 Family Community
2 School and Local Community
3 Contrasting Communities
4 Regional Studies
5 National Studies
6 World Studies
7 United States Studies
8 Louisiana Studies
9-12 American History, Civics, Free Enterprise, Geography, Political Science, Psychology, Sociology, World History, Economics
THEMES

I. SCOPE and SEQUENCE
for LOUISIANA SOCIAL STUDIES

CONCEPTUAL STRANDS CHART

Physical and Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Types of economic systems	Types of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture	Market characteristics	Law	Values and beliefs
	Food			
	Dress		Citizenship	
Ecology	Customs	Production	Loyalty	International relations
	Language		Patriotism	
	Education	Specialization	Rights	
	Recreation		Responsibilities	Traditions
	Music	Supply and demand		
	Art			Landmarks
	Architecture	Money and banking		
	Literature			Contributions of individuals
	Inventions	Consumerism		
	Social change	Technology		
	Moral and Spiritual Values	International trade		
	Ethnic Groups and contributions	Networks (Transportation and Communication)		
	Behavior	Economic Growth		
		Role of government		

USING THE GUIDE

Skills Charts

Note that there are two skills charts in the appendix. One of these charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. These charts have been adapted from skills charts developed by the National Council for the Social Studies. The skills are listed and coded to indicate the nature of responsibility for each grade level. One asterisk means that the skill is to be introduced at the grade level indicated. Two asterisks mean that work is ongoing toward mastery. Three asterisks denote the grade level at which the skill should be mastered. Subsequently, practice is to be continued and some skills are to be developed at increasingly more sophisticated levels. This continuation is shown by four asterisks. These two charts provide a guide to be developed and used at various levels of pupil progression and should facilitate analysis and planning for advancement and remediation.

Pupils develop skills more effectively where there is systematic instruction and continuing application of the skills. The following prinicples of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The pupil should be helped to understand the meaning and purpose of the skill in order to stimulate motivation for developing it.

3. Careful supervision should be provided in the first attempts to apply the skill so that correct habits will be formed from the beginning.

4. Repeated opportunities to practice the skills should be provided along with immediate evaluation so that future efforts may be guided by knowledge of successful or unsuccessful performances.

5. Individual help based upon diagnostic measures and use of selective follow-up exercises should be provided. Not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex. Growth in skills should be cumulative as the learner moves through school. Each level of instruction should build upon and reinforce what has been taught previously and lead toward subsequent development.

7. At each stage students should be helped to generalize the skills by applying them in many and varied situations. In this way maximum transfer of learning can be promoted.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner. Many skills should be developed concurrently.

In applying these principles, teachers should remain aware that although it is possible to make a general plan for continuity in skill development, it is not possible to set a precise place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher working with a specific class. True continuity in skill development is that which is developed with the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

The suggested grade placements indicated in the chart are based upon a combination of current practice and the subjective judgments of many teachers, including the authors. The recommended placements reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instructions in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

Activity Charts

Each section and/or unit of the course includes an orienting Overview and a Content Outline for that part of the course. The Activity Charts are set up to show relationships among objectives, concepts and generalizations, sections of course content, and activities. The parts are designed so that the content serves to clarify the objectives and the activities provide for application of developing skills. Each section and/or unit includes suggested references to encourage teacher reading and to facilitate pupil guidance.

Since Social Studies has a special vocabulary, students must have a good understanding and a working knowledge of the unique words, terms, and phrases of social studies in order to be successful in the classroom. A suggested Vocabulary List is also included at the end of each unit. Teachers are encouraged to emphasize vocabulary development throughout the course of study.

Minimum Competencies

An asterisk beside an objective means that it is a minimum competency and, therefore, subject to testing. The minimums are not intended to become the only objectives for the programs. Clearly, some situations will be conducive to pursuit of all the suggested objectives. Others will require additional objectives pertinent to teaching skills, meeting individual needs, pursuing local purposes, and so on. It should be kept in mind that it will be at least twelve years before any student will have completed the total program. There will also be program changes, transfer students, and other conditions such that good instructional practice will continue to require informed adaptation to the local situation.

Activities

The concept of minimum essentials necessarily implies that mastery of the competencies is the minimum aim for all pupils. While these objectives are the same for all students, there are diverse means for seeking mastery. The Activity Charts are designed to include three levels of approaches.

The activities are designated as follows:

"A" are for students achieving at grade level.
"B" are for students who are behind grade level
"C" are for advanced students.

The matching of students with activity levels is a task of the classroom teacher and may be accomplished in a variety of ways. Additionally, teachers should use their professional judgment in modifying any activity to suit the particular needs of their students. There is no requirement that a particular student always be assigned the same level of activity. One individual may be assigned "A" level for some objectives, "B" level for others, and "C" level for still others. A given class may or may not have students assigned to all three levels of the activities.

Concepts and Generalizations

The primary concepts that are recurrently dealt with in the Louisiana K-12 Social Studies Program are identified in the Conceptual Strands Chart accompanying the Scope and Sequence section of this guide. Each Activity Chart also has identified concepts specific to the study at hand.

Neither concept statements nor the generalizations should be read or given to the student in any manner or form. They are intended to be outcomes or understandings derived by the students from engaging in the activities and studying the various topics. As recent investigations have pointed out, the most permanent learning is that which takes place through individual discovery. The instructional program should be implemented in such a way that the concepts and generalizations will be developed by the pupils. The concepts may also be used as guidelines for testing and measuring the student's understanding and comprehension of the basic ideas.

Teaching Units and Lesson Plans

Each teacher will find it necessary to develop the *resource* units structured by the curriculum guide into *teaching* units and lesson plans. These latter plans should include the necessary adaptations for particular individuals, classes, and settings. For example, introductory interest-arousing techniques and culminating features of lessons and units need to be designed with and for the local participants. Some objectives may be deleted or augmented. Locally available reference materials must be identified. Application exercises must be suited to the locale. Also, a model teaching unit is included in the guide to assist teachers in development of similar units appropriate to the course. The purpose of this unit is nothing more than a way of organizing for teaching. A teaching unit can be devised only by the classroom teacher who will be teaching that unit to a particular group of students. Here, specific topics, content, objectives, resources, and teacher techniques which suit the abilities and needs of those students are decided upon and used.

Teacher-made tests need to be designed for the program that is actually taught. These should include selected evaluative activities pertinent to the minimal essential competencies as well as other aspects of the program of the class. Some suggestions relating to evaluation are provided in the present guide.

Course Content Outline

American History Course

Section One: Toward A New Nation

Unit

I. Europeans Find a New World
II. Europeans Colonize in North America
III. American Colonial Development
IV. A New Nation is Formed
V. The New Republic
VI. The War of 1812 and Nationalism

Section Two: Conflict and Reunion

I. Sectionalism Emerges
II. The Jacksonian Era
III. Toward Disunion
IV. Secession
V. Reconstruction

Section Three: Emergence of Modern America

I. Expansion in the American West
II. Growth of American Business and Industry
III. Development of Labor Movement
IV. Organization of the Farmers
V. The "New South"
VI. The Progressive Movement

Section Four: Conflict and International Power

I. Increasing World Awareness
II. World War I and Its Aftermath

Section Five: Global Change and Conflict

Unit

I. The Twenties
II. Franklin D. Roosevelt's New Deal
III. World War II
IV. Reconstruction and Readjustment to Peace

Section Six: Problem and Prospects

I. Truman's "Fair Deal"
II. Cold War and Korea
III. The Eisenhower Years (1953-61)
IV. The 1960's
V. The Nixon and Ford Administrations
VI. The Carter Years
VII. Reagan, A Change in Direction

ACTIVITIES PROGRAM

AMERICAN HISTORY COURSE OBJECTIVES

Section One: Toward a New Nation

Unit I. Europeans Find a New World

On completion of these studies the student will:

1. use basic "historical vocabulary" related to the Age of Discovery.
* 2. locate geographic areas claimed by Europeans in the New World.
* 3. identify selected explorers of the "Age of Discovery."

Unit II. Europeans Colonize in North America

On completion of these studies the student will:

4. cite reasons for the migration of Englishmen to America.
* 5. explain mercantilism and its effects on colonial economic development.
* 6. identify selected personalities of the Colonial period.
* 7. locate and name the thirteen English colonies.

Unit III. On completion of these studies the student will:

* 8. contrast the three types of colonial government.
* 9. contrast Britain's policies of salutary neglect to her system of enforced regulation.
10. list political, economic, and social causes, major events, leaders, and results of the French and Indian War.

Unit IV. A New Nation is Formed

On completion of these studies the student will:

11. explain briefly the effect of certain British laws upon the colonies from 1763-1775.
*12. identify important events of the Revolutionary War era.
*13. describe the main ideas expressed in the Declaration of Independence.
14. analyze weaknesses and accomplishments of the United States government under the Articles of Confederation.
*15. show that the federal constitution was the result of compromise among the several delegates of the convention.
*16. briefly outline the functions of each branch of the federal government.

*Asterisks are used to identify the Minimum Competencies.

Unit V. The New Republic

On completion of these studies the student will:
17. contrast the viewpoints of the first two political parties.
18. identify and explain domestic and foreign problems of the Washington and Adams administrations.
*19. locate the Louisiana Territory and tell the story of its purchase.
20. describe contributions of John Marshall to the judiciary tradition of the United States.

Unit IV. The War of 1812 and Nationalism

On completion of these studies the student will:
21. illustrate causes and dramatic features of the War of 1812.
*22. identify important events and contributions of outstanding personalities of the Era of Good Feelings.

Section Two: Conflict and Reunion

Unit I. Sectionalism Emerges

On completion of these studies the student will:
* 1. evaluate the role played by the immigrants in the development of the country.
* 2. identify characteristics and trace developments of the Industrial Revolution's beginning in the early 19th century.
3. locate on an outline map of the United States major roads and canals that developed as industry demanded better routes to markets.
4. show how the invention of the cotton gin helped to make cotton "King" in the South.
* 5. write an essay on selected aspects of slave culture of the South during the early and middle 19th century.
6. trace developments and identify characteristics of the sectionalsim of the early 19th century.

Unit II. The Jacksonian Era

On completion of these studies the student will:
7. analyze and evaluate the administration of Andrew Jackson.
* 8. identify reform movements and reformers of the 1820-1860 era.
* 9. compare the women's rights movement of the 1800's with that of today.
*10. summarize main arguments for the abolition of slavery.
11. define nullification and explain the nullification controversy.

*12. narrate the story of territorial growth of the United States and trace on a map important developments of the West prior to the Civil War.
13. identify the provisions of the Missouri Compromise and the Compromise of 1850.
*14. recognize economic, political and social issues that separated the nation.

Unit III. Toward Disunion

On completion of these studies the student will:

15. construct a chart of selected features of the election of 1860.
*16. show on outline maps the alignments of various political units on the issue of secession.
*17. identify and compare advantages of the North and South at the beginning of the War Between the States.

Unit IV. Secession

On completion of these studies the student will:

*18. identify selected locations and political and military events of the War Between the States.
*19. identify personages involved in the War Between the States.

Unit V. Reconstruction

On completion of these studies the student will:

*20. compare alternative Reconstruction plans.
*21. identify provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.
22. demonstrate empathy based upon accounts of how many Americans felt about Radical Reconstruction
*23. describe characteristics of corruption and reforms cited by historians of the postwar years.

Section Three: Emergence of Modern America

Unit I. Expansion in the American West

On completion of these studies the student will:

1. locate three areas in which gold or silver discoveries were on territories claimed by Indian tribes.
* 2. explain how the revolver, the railroads, and the destruction of the buffalo ended the Indians' way of life in America.

3. list four changes in federal regulations, 1887-1960, which affect the Indians.
4. describe characteristics of the long drives.
5. describe open range cattle ranching.
* 6. recognize effects of overproduction, weather conditions, and the farmers on the decline of the cattle industry.
* 7. state ways the Homestead and Morrill Acts of 1862 encouraged farmers to develop the Great Plains.
8. list conditions which made life difficult for the farmers.

Unit II. Growth of American Business and Industry.

On completion of these studies the student will:
9. name improvements in communications in the 19th Century in America.
10. identify improvements in railroads and steamships in the latter half of the 19th century.
*11. relate accounts of how John D. Rockefeller, Andrew Carnegie, and Cornelius Vanderbilt were able to amass fortunes in the oil, steel, and railroad industries.
*12. identify the advantages and disadvantages of individual proprietorships, partnerships, and corporations.
13. define two types of business combinations and functions each type is designed to serve.
*14. indicate ways in which the Sherman Anti-Trust Act, the Clayton Anti-Trust Act, and the actions of progressive presidents helped to equalize opportunity in economic affairs.

Unit III. Development of Labor Movement

On completion of these studies the student will:
*15. list conditions of laborers in industrial America.
16. compare the organization and demands of the Knights of Labor with the American Federal of Labor.
*17. recall one example of how the laborers were aided by government enactments of the progressive era.

Unit IV. Organization of the Farmers

On completion of these studies the student will:
18. explain how the actions of big business and the government contributed to problems of farmers in the United States.
19. compare the Farmers Alliances with the Grange.
20. define "cheap money policy."
*21. relate ways the government has protected the farmers from abuses of big businesses.

22. list demands of the Populist Party which have been enacted into law.
23. match descriptions of efforts to aid the farmers with corresponding legislation of each.

Unit V. The "New South"

On completion of these studies the student will:
*24. identify the characteristics of the "New South."

Section Four: Conflict and International Power

Unit I. Increasing World Awareness

On completion of these studies the student will:
* 1. list reasons for growing American interest in the Pacific Ocean.
2. describe the events leading to the acquisition of Samoa and Hawaii.
3. discuss events leading up to the Spanish-American War.
4. describe military actions at Manila and San Juan during the Spanish-American War.
* 5. locate and identify territories acquired by the United States as a result of the Spanish-American War.
6. explain the consequence of the Sino-Japanese War to China.
* 7. describe the Open-Door Policy.
8. identify the Boxers and one reason for the Boxer Rebellion.
9. identify the general nature and reasons for the new diplomatic and commercial relations with Japan in the early 20th century.

Unit II. World War I and Its Aftermath

On completion of these studies the student will:
10. label on an outline map the nations comprising Europe at the outset of World War I.
*11. define nationalism, imperialism, militarism, and secret alliances.
*12. name violations of American rights of neutraility prior to her entry into World War I.
*13. describe how the United States provided the men, money, materials, transportation, and public support to fight World War I.
*14. list major military engagements in which Americans fought as a separate unit in World War I.
15. summarize three general objectives of the Fourteen Points.
16. describe the historical impact of the Brest-Litovsk Treaty.
17. name and locate European countries which were formed by the Treaty of Versailles.

*18. define "world organization" and explain why membership in the League of Nations was rejected by the United States.
19. describe the agencies of the League of Nations which are also agencies of the United Nations.
20. cite arguments for and against American membership in the League of Nations.

Section Five: Global Change and Conflict

Unit I. The Twenties

On completion of these studies the student will:

1. list major points of disagreement between the Republican and Democratic parties of the 1920's.
* 2. list major social and cultural changes in the 1920's.
3. identify the new source of industrial power.
* 4. tell the story of the Nineteenth Amendment.
* 5. explain the "experiment with prohibition."
6. identify economic, social and political aspects of the depression of the 1930's.

Unit II. Franklin D. Roosevelt's New Deal

On completion of these studies the student will:

7. identify the major components of the Agricultural Adjustment Acts of 1933 and 1938.
* 8. describe measures taken by the New Deal to promote recovery and illustrate special purpose programs.
* 9. discuss major features of the Social Security Act.
10. identify and describe roles of prominent personages influencing events and ideas of the New Deal Era.

Unit III. World War II

On completion of these studies the student will:

*11. narrate, with references to maps, events leading up to World War II.
*12. identify leaders of major nations participating in World War II.
*13. describe features of mobilization for war.
14. narrate selected events of World War II.
15. analyze and compare democratic and fascist value systems.
16. identify and discuss decisions arrived at by the "Big Three" at the Yalta and Potsdam Conferences.

Unit IV. Reconstruction and Readjustment to Peace

On completion of these studies the student will:
- *17. list and discuss some characteristic problems and opportunities experienced by various groups in adjustment to peace.
- *18. describe general purposes of selected programs and policies that shaped reconstruction and readjustments after World War II.

Section Six: Problems and Prospects

Unit I. Truman's "Fair Deal"

On completion of these studies the student will:
- 1. recognize or create examples of "social legislation."
- * 2. describe general characteristics and identify examples of domestic "Fair Deal" programs.
- 3. describe and compare New Deal, Fair Deal, New Frontier and Great Society programs.
- 4. use charts to verbally describe purposes and functions of the United Nations and its organs.

Unit II. Cold War and Korea

On completion of these studies the student will:
- * 5. summarize selected features of conflict and compromise of the Cold War and the Korean War.
- * 6. increase willingness to consider issues from varied points of view.

Unit III. The Eisenhower Years (1953-61)

On completion of these studies the student will:
- 7. locate on a map and globe the world regions involved in selected international organizations and outline major functions of each organization.
- * 8. narrate characteristics of the Eisenhower administration's domestic programs.
- 9. recognize international events of the Eisenhower era.

Unit IV. The 1960's

On completion of these studies the student will:
- *10. tell about the excitement and dramatic events of the "New Frontier."
- 11. analyze and compare Lyndon Johnson's "Great Society" goals, programs and achievements.

*12. discuss the general nature of civil rights actions since World War II.
13. use verbal and mapped references in recounting selected aspects of the Vietnam War.
14. theorize about causes of violence and conflicts of the 1960's.

Unit V. The Nixon and Ford Administrations

On completion of these studies the student will:
15. identify selected events of the Nixon administration.
*16. describe and use the Watergate tragedy to illustrate ways the United States government's strength and resilience function under crisis conditions.

Unit VI. The Carter Years

On completion of these studies the student will:
17. analyze and compare platforms and demographic responses of voters in the presidential campaign of 1976.

Unit VII. Reagan, A Change in Direction

On completion of these studies the student will:
18. analyze and compare platforms and demographic responses of voters in the presidential campaign of 1980.

AMERICAN HISTORY

Section I. Toward a New Nation

Overview

The overall design of the social studies program suggests that the lower grades emphasize the early periods of American history and that the senior high school American History course emphasizes later periods. The present section, then, should be in the nature of reviewing, deepening and enriching prior studies. Studies are to touch upon European and Native American precursors of the discovery, exploration and colonization of North America and to clearly set forth a foundation for considering the diverse peoples who have become Americans.

Students are to come to understand that many of the activities of the colonial and early American period were extensions of the commercial revolution in Europe and that a number of causal factors shaped the era. They are to expand appreciation of motivations and experiences of immigrants and of those whose lands were being confiscated. The design sets forth activities intended to deepen understanding that certain individuals and circumstances have come together in ways that have significantly affected human history. Studies are to emphasize how European precedents and creative American efforts forged a Constitution and workways to achieve sufficient stabilities and scope for change.

The design of activities includes attention to map and study skills, group participation and opportunities for experiences associated with affective development. Occasions for experiencing a range of human motives, value conflicts, noble and ignoble responses to varied circumstances and causes of human anguish and celebration are central features of effective education through studies of history.

CONTENT OUTLINE

Section One: Toward A New Nation

Unit I. Europeans Find a New World

- A. The Age of Discovery and Exploration
  - 1. Precursors
    - a. Renaissance
    - b. Nation states
    - c. Crusades
    - d. Reformation
  - 2. Old World explorations
    - a. Commerce
    - b. Inventions
    - c. Cartography
  - 3. Native Americans
    - a. Tribalism
    - b. Governance
    - c. Culture
- B. Europeans in the New World
  - 1. Territorial claims
    - a. Spanish Empire
    - b. French Empire
    - c. English Empire
    - d. Portugal, Sweden, Holland
  - 2. Early explorers of North America
    - a. Columbus (1492)
    - b. Balboa (1513)
    - c. Ponce de Leon (1513-21)
    - d. Magellan (1519-22)
    - e. DeSoto (1519-21)
    - f. Coronado (1540-42)
    - g. Cabot (1497)
    - h. Drake (1577-80)
    - i. Cartier (1534-35)
    - j. Champlain (1603-16)
    - k. Marquette and Joliet (1673)
    - l. LaSalle (1682)
    - m. Hudson (1609)

Unit II. Europeans Colonize in North America

- A. Motives of European colonization
    - 1. Colonists
    - 2. Colonizers
        - a. Mercantilist theory
        - b. Company profits
        - c. Imperialism
        - d. Missionary zeal
    - 3. Colonizers and colonists
        - a. John Rolfe
        - b. Miles Standish
        - c. William Bradford
        - d. Massasoit
        - e. Anne Hutchinson
        - f. Thomas Hooker
        - g. Cecilius Calvert
        - h. John Winthrop
        - i. Roger Williams
        - j. Peter Menuit
        - k. Peter Stuyvesant
        - l. James Oglethorpe
    - 4. The 13 English colonies
        - a. New England
            - (1) Massachusetts
            - (2) New Hampshire
            - (3) Rhode Island
            - (4) Connecticut
        - b. Middle
            - (1) New York
            - (2) New Jersey
            - (3) Pennsylvania
            - (4) Delaware
        - c. South
            - (1) Maryland
            - (2) Virginia
            - (3) North Carolina
            - (4) South Carolina
            - (5) Georgia

Unit III. American Colonial Development

- A. Domestic
  - 1. Colonial government
    - a. Royal or Crown
    - b. Self-governing
    - c. Proprietary
  - 2. Colonial culture
    - a. Medicine
    - b. Witchcraft
    - c. Education
    - d. Religion
    - e. Economics
  - 3. Colonial economics
- B. British policies
  - 1. Salutary neglect
  - 2. Enforced regulation
- C. French and Indian War
  - 1. Causes
  - 2. Dates
  - 3. Major events
  - 4. Leaders
  - 5. Consequences
    - a. Territory
    - b. Attitudes
    - c. Experience

Unit IV. A New Nation is Formed

- A. Americans resist imperial control
  - 1. New imperial policy
    - a. King George III
    - b. Proclamation Acts of 1763
    - c. Efficiency of enforcement of trade laws
    - d. Grenville and Townshend taxes
      - (1) Sugar Act, 1764
      - (2) Currency Act, 1764
      - (3) Stamp Act, 1765
      - (4) Townshend Acts, 1767
    - e. Restrictions on colonists
      - (1) Political
      - (2) Social
      - (3) Economic

- B. Colonial resistance
  - 1. Critical incidents
    - a. Boston Massacre, 1770
    - b. Boston Tea Party, 1773
    - c. First Continental Congress, 1774
    - d. Second Continental Congress, 1775
  - 2. Emerging American voices
    - a. Thomas Paine
    - b. John Adams
    - c. John Hancock
    - d. Benjamin Franklin
    - e. George Washington
    - f. Thomas Jefferson
    - g. Samuel Adams
  - 3. Declaration of Independence
  - 4. War
    - a. Lexington and Concord
    - b. Ticonderoga
    - c. Bunker Hill
    - d. Trenton and Princeton
    - e. Valley Forge
    - f. Saratoga
    - g. Yorktown
- C. Toward independence
  - 1. Declaration of Independence
    - a. July 4, 1776
    - b. Leadership
    - c. Principles
      - (1) Equality
      - (2) Unalienable rights
      - (3) Government as defender
      - (4) Consent of the governed
      - (5) Justification for revolution
  - 2. Continental Congresses (1774-1781)
  - 3. The Articles of Confederation
    - a. Provisions
    - b. Achievements
    - c. Shortcomings
- D. Critical period, 1781-1787
  - 1. International problems
  - 2. Domestic problems

- E. The United States Constitution
    - 1. Constitutional convention
    - 2. Purposes
    - 3. Debates
    - 4. Compromises
    - 5. Leadership
    - 6. Principles
- F. Structure of the new government
    - 1. Federal system
    - 2. Division of powers
    - 3. Three branches of government
    - 4. Bicameral legislature
    - 5. Responsibilities
    - 6. Amendment

Unit V. The New Republic

- A. Emergence of political parties
    - 1. Federalists
        - a. Alexander Hamilton
        - b. John Adams
        - c. Positions
    - 2. Democratic - Republicans
        - a. Thomas Jefferson
        - b. James Madison
        - c. Positions
    - 3. Election of 1789
    - 4. Election of 1792
    - 5. Election of 1796
- B. The early presidents
    - 1. President George Washington (1789-1796)
        - a. Legislative, executive and judicial leaders
        - b. Domestic policies
        - c. Foreign policies
    - 2. President John Adams
        - a. Legislative, executive and judicial leaders
        - b. Domestic policies
        - c. Foreign policies
    - 3. President Thomas Jefferson
        - a. Election of 1800
        - b. Domestic policies

- c. Foreign policies
  - (1) Tripolitian War
  - (2) Chesapeake Affair (1807)
  - (3) Embargo and Nonintercourse Acts (1809)
- d. Principles of Jeffersonian Democracy
- e. The Louisiana Purchase (1803)
  - (1) Talleyrand
  - (2) Napoleon
  - (3) Toussaint L'Ouverture
  - (4) Lewis and Clark
  - (5) Livingston and Monroe

C. John Marshall and the Supreme Court
- 1. Historic cases
- 2. Issues
- 3. Rulings
- 4. Long-term ramifications

Unit VI. The War of 1812 and Nationalism

A. President James Madison's administration
- 1. War Hawks
- 2. Manifest Destiny
- 3. Tippecanoe (1811)
  - William Henry Harrison
- 4. Hartford Convention

B. The War of 1812
- 1. "Old Ironsides"
- 2. Battle of Lake Erie
  - Oliver Hazzard Perry
- 3. Francis Scott Key (1814)
- 4. Battle of New Orleans

C. The Era of Good Feelings (1817-1825)
- 1. Domestic
- 2. International
  - a. Monroe Doctrine (1823)
  - b. Florida Purchase
- 3. Inventions
  - a. John Fitch
  - b. Eli Whitney
  - c. Robert Fulton
  - d. James Watt
- 4. Political leadership
  - a. Daniel Webster
  - b. Henry Clay
  - c. John C. Calhoun

OBJECTIVE 1

The student will use basic "historical vocabulary" related to the Age of Discovery.

Concepts

Empire, imperialism, revolution

Generalization

Exploration and colonization of the North American Continent was a part of the Commercial Revolution of Europe. Rivalries among western European nations resulted in economic and political struggle for other lands and efforts to spread their own religions and cultures.

- -

CONTENT OUTLINE

I. Europeans Find a New World
    A. The Age of Discovery and Exploration
        1. Precursors
            a. Renaissance
            b. Nation states
            c. Crusades
            d. Reformation
        2. Old World explorations
            a. Commerce
            b. Inventions
            c. Cartography
        3. Native Americans
            a. Tribalism
            b. Governance
            c. Culture

ACTIVITIES

(A) Use standard references to briefly trace old world roots of the Age of Discovery.

(B) Associate historical terms referring to precursors of the Age of Discovery with their meanings and arrange these as a chronology. Use a world history textbook to help with this task.

(C) Write paragraphs using a list of historical terms provided. Indicate an understanding of their meanings for the Age of Discovery. Include a specialized dictionary such as the Dictionary of American History and cite other references used.

(Special Interest) Review world geography by using an outline map for students to identify the continents, oceans, seas, and major countries.

A - On Level, B - Below Level, C - Above Level

*OBJECTIVE 2

The student will locate geographic areas claimed by Europeans in the New World.

Concepts

Empire, imperalism, geography

Generalization

The early colonization of North America was directed by emerging nation states of Western Europe. The earliest settlements were on the coasts and major waterways.

CONTENT OUTLINE

B. Europeans in the New World
  1. Territorial claims
    a. Spanish Empire
    b. French Empire
    c. English Empire
    d. Portugal, Sweden, Holland

ACTIVITIES

(A) Label the areas claimed by England, France, Spain, Holland, and Portugal on an outline map of the New World.

(B) Shade areas claimed by Spain, France, and England on a map of North America.

(C) Use a legend and map symbols to show routes of early explorers of North America and areas claimed by the leading European powers.

*OBJECTIVE 3

The student will identify selected explorers of the "Age of Discovery."

Concepts

Exploration, discovery, frontier, continuity, change

Generalization

Exploration of the New World evolved from a complex of prior events and innovations and led to the emergence of new possibilities.

CONTENT OUTLINE

2. Early explorers of North America
    - a. Columbus (1492)
    - b. Balboa (1513)
    - c. Ponce de Leon (1513-21)
    - d. Magellan (1519-22)
    - e. DeSoto (1519-21)
    - f. Coronado (1540-42)
    - g. Cabot (1497)
    - h. Drake (1577-80)
    - i. Cartier (1534-35)
    - j. Champlain (1603-16)
    - k. Marquette and Joliet (1673)
    - l. LaSalle (1682)
    - m. Hudson (1609)

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ACTIVITIES

(A) Complete a chart including names of explorers, dates of explorations, nations represented by the explorers, the places explored, and the historical importance of the discoveries.

(B) Construct a time line of explorers and label on a map the areas each claimed for his government.

(C) Review chart of explorers, noting the names of explorers and the achievements of each. Seek to find out the kinds of records left and used to tell the stories of these treks. Seek also to find out where such records and artifacts are kept.

(Special Interest) View a film on the Spanish Armada and have students answer the W's: Who, when, where, what, which, why and results.

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OBJECTIVE 4

The student will cite reasons for the migration of Europeans to America.

Concepts

Colonization, migration

Generalization

There have been continuities in the motives of immigrants to the United States as well as differences related to place of origin, degree of choice, and time of migration. The search for greater economic, political, and religious freedom encouraged many Europeans to settle in the New World.

CONTENT OUTLINE

II. Europeans colonize in North America
  A. Motives of European colonization
    1. Colonists

ACTIVITIES

(A) Prepare a theme entitled "Settlers Pour Into America," taking into account the statistical, political, economic, social, and religious factors involved.

(B) Prepare a brochure designed to attract prospective settlers to the New World.

(C) Play the role of a news analyst discussing reasons for English migrations to America. Consider the "3-G's": Gold, Glory, Gospel.

Role play a group of merchants considering a colonizing venture. Consider cost, supplies, possible losses, recruitment, etc.

*OBJECTIVE 5

The student will explain mercantilism and its effects on colonial economic development.

Concepts

Mercantilism, imperialism, colonialism

Generalization

A major aim of exploration and colonization was profit to the mother country by means of regulation of colonial industry and commerce.

- -

CONTENT OUTLINE

2. Colonizers
    a. Mercantilist Theory
    b. Company profits
    c. Imperialism

ACTIVITIES

(A) Prepare a list of advantages and disadvantages of the mercantilistic policies of Britain.

(B) View a teacher-made transparency or chart on the strengths and weaknesses of mercantilism and participate in a discussion of these.

(C) Debate the pros and cons of mercantilism from the point of view of the mother country and from the colonial point of view.

(Special interest) Compare the American colonial experience with that of other colonies and dependencies.

73

74

*OBJECTIVE 6

The student will identify selected personalities of the Colonial period.

Concepts

Colonists, continuity, change, role of individual

Generalization

In the records of human events certain individuals tend to play historically significant roles.

- -

CONTENT OUTLINE

3. Colonizers and colonists
   a John Rolfe
   b. Miles Standish
   c. William Bradford
   d. Massasoit
   e. Anne Hutchinson
   f. Thomas Hooker
   g. Cecilius Calvert
   h. John Winthrop
   i. Roger Williams
   j. Peter Menuit
   k. Peter Stuyvesant
   l. James Oglethorpe

ACTIVITIES

(A) Choose from a list of important colonial leaders one personage to study. Develop a written or oral report for other class members.

(B) Complete a "Who Am I?" exercise by writing the name of a famous colonial leader next to a statement that best describes him or her.

(C) Prepare and role play a "Meet the Press" activity. Select principal leaders of the 13 colonies, research their backgrounds, and submit to an interview from a panel of student reporters.

*OBJECTIVE 7

The student will locate and name the thirteen English colonies.

Concepts

Colony, underdeveloped areas, mercantilism

Generalization

The settlement and status of the thirteen English colonies were products of economic, geographic, political and other influences including the individual and collective acts of the colonists.

- -

CONTENT OUTLINE

4. The 13 English colonies
   a. New England
      (1) Massachusetts
      (2) New Hampshire
      (3) Rhode Island
      (4) Connecticut
   b. Middle
      (1) New York
      (2) New Jersey
      (3) Pennsylvania
      (4) Delaware
      (5) Maryland
   c. South
      (1) Maryland
      (2) Virginia
      (3) North Carolina
      (4) South Carolina
      (5) Georgia

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ACTIVITIES

(A) Label on an outline map of North America the thirteen English colonies. Distinguish New England, Middle, and Southern Colonies.

(B) Match a list of the original thirteen colonies with their locations on an outline map.

(C) Label on an outline map of North America the thirteen English colonies and the major towns in each colony. Distinguish New England, Middle, and Southern colonies.

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*OBJECTIVE 8

The student will contrast the three types of colonial government.

Concepts

Culture, continuity, change

Generalization

The economic, political, and cultural development of the English colonies was influenced by colonial policies of the English government.

- -

CONTENT OUTLINE

III. American Colonial Development
  A. Domestic
    1. Colonial government
      a. Royal
      b. Self-governing
      c. Proprietary
    2. Colonial culture
      a. Medicine
      b. Witchcraft
      c. Education
      d. Religion
      e. Economics
    3. Colonial Economics

ACTIVITIES

(A) Construct a chart showing the three types of colonial government and the status of each colony prior to the American Revolution.

(B) Define, giving examples of each of the following:
1. Royal Colony
2. Proprietary Colony
3. Self-Governing Colony

(C) On index cards, entitled Royal, Self-Governing, or Proprietary, write the main characteristics of each type of colony and the functions of the colonial assemblies, councils, and governors. On the reverse side state examples and the methods of selection for each.

(ABC) Plan with the teacher for a "Colonial Fair" with booths, costumes, and so on to "get the feel" of the period under study.

*OBJECTIVE 9

The student will contrast Britain's policies of salutary neglect to her system of enforced regulations.

Concepts

Stability, change

Generalization

When Britain acted to change from practices of salutary neglect to enforced regulation, resentment and hostile responses resulted.

CONTENT OUTLINE

B. British policies
  1. Salutary neglect
  2. Enforced regulation

ACTIVITIES

(A) Listen and take notes on a teacher lecture about changing economic and political attitudes of Britain toward the colonies and of the colonies toward Britain after the French and Indian War.

(B) Answer teacher-prepared questions about the old and new economic policies of Britain. The text and/or other selected resources should be used.

(C) Prepare arguments to defend British economic policies or attempt to justify Colonial protest actions.

OBJECTIVE 10

The student will list political, economic, and social causes, major events, leaders, and results of the French and Indian War.

Concepts

Continuity, change

Generalization

There was a series of conflicts between the British and French during the 1689 to 1763 period. These climaxed in the French and Indian War over the Ohio and Mississippi River Valley area and set in motion chains of events leading toward the Revolutionary War.

- -

CONTENT OUTLINE

C. French and Indian War
  1. Causes
  2. Dates
  3. Major events
  4. Leaders
  5. Consequences
     a. Territory
     b. Attitudes
     c. Experience

ACTIVITIES

(A) Analyze a transparency shown by the teacher. Develop a chart showing causes, results, important battles and people involved in the French and Indian War.

(B) Prepare a series of small pictures related to the French and Indian War.

(C) Participate in a group discussion on various aspects of the French and Indian War. Consider the cause/effect relationships as well as major battles and important figures.

OBJECTIVE 11

The student will explain briefly the effect of certain British laws upon the colonies from 1763-1775.

Concepts

Representative, government by consent, home rule

Generalization

Revolution of the American colonies followed tightening of English controls and efforts by the colonists toward home rule policies.

- -

CONTENT OUTLINE

IV. A New Nation is Formed
  A. Americans resist imperial control
    1. New imperial policy
      a. King George III
      b. Proclamation Acts of 1763
      c. Efficiency of enforcement of trade laws
      d. Grenville and Townshend taxes
        (1) Sugar Act, 1764
        (2) Currency Act, 1764
        (3) Stamp Act, 1765
        (4) Townshend Acts, 1767
      e. Restrictions on colonists
        (1) Political
        (2) Social
        (3) Economic

ACTIVITIES

(A) Prepare an essay entitled "The Effects on the American Colonies of British Legislation from 1763-1775."

(B) Construct a chart of British legislation from 1763-1775 using the following headings:

ACT	DATE	PROVISIONS	COLONIAL OBJECTIONS

(C) Prepare an "Issues and Answers" session by selecting leaders of Britain and the Colonies and doing extensive research on British legislation from 1763-1775. Two or three "reporters" interview the leaders who defend the actions of their country.

*OBJECTIVE 12

The student will identify important events of the Revolutionary War era.

Concepts

Revolution, war for independence

Generalization

The fighting war was a part of a confluence of events through which the mother country and the colonists took increasingly hard line stances. Resistances on behalf of home rule become widespread, organized war for independence.

CONTENT OUTLINE

B. Colonial resistance
  1. Critical incidents
    a. Boston Massacre, 1770
    b. Boston Tea Party, 1773
    c. First Continental Congress, 1774
    d. Second Continental Congress, 1775
  2. Emerging American voices
    a. Thomas Paine
    b. John Adams
    c. John Hancock
    d. Benjamin Franklin
    e. George Washington
    f. Thomas Jefferson
    g. Samuel Adams
  3. Declaration of Independence
  4. War
    a. Lexington and Concord
    b. Ticonderoga
    c. Bunker Hill
    d. Trenton and Princeton
    e. Valley Forge
    f. Saratoga
    g. Yorktown
  5. Treaty of Paris, 1783

ACTIVITIES

(A) Provide pertinent documented information about major events of the Revolution.

(B) Prepare a list of famous people, battles, and events of the Revolutionary War period. Prepare a written or oral report on one from each category.

(C) Prepare a chronology and time line showing important Revolutionary War events.

(ABC) Arrange in chronological order a set of cards prepared with historically significant events described on one side. Check against dates recorded on the reverse side of the cards.

*OBJECTIVE 13

The student will describe the main ideas expressed in the Declaration of Independence.

Concepts

Grievances, unalienable rights, government by consent, continuity, change

Generalization

The Declaration of Independence of the United States of America drew upon heritages from Europe and has fed aspirations of subsequent peoples towards independence.

- -

CONTENT OUTLINE

C. Toward independence
  1. Declaration of Independence
    a. July 4, 1776
    b. Leadership
    c. Principles
      (1) Equality
      (2) Unalienable rights
      (3) Government as defender
      (4) Consent of the governed
  2. Continental Congresses (1774-1781)

ACTIVITIES

(A) Participate in a dramatization of the major ideas expressed in the Declaration of Independence.

(B) Match each of the major ideas contained in the Declaration of Independence with an authoritative explanation.

(C) Read and discuss the test of the Declaration of Independence with the teacher. Write a brief synopsis of what has been learned.

OBJECTIVE 14

The student will analyze weaknesses and accomplishments of the United States government under the Articles of Confederation.

Concepts

Constitution, necessary conditions of politics

Generalization

There are certain necessary conditions for governments to function and fulfill the requirements for domestic and international well being.

- -

CONTENT OUTLINE

        3. The Articles of Confederation
            a. Provisions
            b. Achievements
            c. Shortcomings
    D. Critical period, 1781-1787
        1. International problems
        2. Domestic problems

ACTIVITIES

(A) Prepare a chart of strengths and weaknesses of the Articles of Confederation.

(B) Identify statements about the Articles of Confederation as either strong or weak points.

(C) Construct diagrams to illustrate the relationships among the people, the states, and the central government under the Articles of Confederation. Draw conclusions.

(C) Organize a three person panel. One person should represent views expressed by the Continental Congress, one by the Articles of Confederation, and one by the Constitution. Ask students to compare strengths and weaknesses of each form of government.

*OBJECTIVE 15

The student will show that the federal Constitution was the result of compromise among the several delegates of the convention.

Concepts

Constitution, conflict, compromise

Generalization

The Constitution provided remedies for the inadequacies of the Articles of Confederation, compromises of divergent views of the time and procedures for future corrective and perfecting amendation.

- -

CONTENT OUTLINE

E. The United States Constitution
  1. Constitutional convention
  2. Purposes
  3. Debates
  4. Compromises
  5. Leadership
  6. Principles

ACTIVITIES

(A) Explain in writing main features and meanings of the following:
  (a) Three-fifths Compromise
  (b) Great Compromise
  (c) Compromises on commerce, taxation, and the slave trade

(B) List in notebooks the provisions of three major compromises found in the Constitution.

(C) Prepare a list of basic ideas on which the delegates agreed. List areas of disagreement and show how each was resolved.

*OBJECTIVE 16

Students will briefly outline the functions of each branch of the federal government.

Concepts

Constitution, legislative, executive, judicial, federation, continuity

Generalization

The Constitution identifies the authority, the structure and the functions of government of the United States.

CONTENT OUTLINE

F. Structure of the new government
  1. Federal system
  2. Division of powers
  3. Three branches of government
  4. Bicameral legislature
  5. Responsibilities
  6. Amendment

ACTIVITIES

(A) View films on the following topics:
  (a) Our Constitution - the Executive Branch,
  (b) Our Constitution - the Legislative Branch, and
  (c) Our Constitution - the Judicial Branch.

(B) Fill in an outline of the basic organizational features of the three branches of the national government and the responsibilities of each.

(C) Participate in an informal discussion centered around the three branches of government and the responsibilities of each.

(ABC) Using the Constitution, answer questions as to where specific information can be found as well as what the Constitution says.

OBJECTIVE 17

Students will contrast the viewpoints of the first two political parties.

Concepts

Political parties

Generalization

Party organizations and rivalries arose through issues arising at the outset of the new American government.

CONTENT OUTLINE

V. The New Republic
  A. Emergence of political parties
    1. Federalists
      a. Alexander Hamilton
      b. John Adams
      c. Positions
    2. Democratic-Republicans
      a. Thomas Jefferson
      b. James Madison
      c. Positions
    3. Election of 1789
    4. Election of 1792
    5. Election of 1796

ACTIVITIES

(A) Discuss background information about the first two political parties after a media (chalk talk, transparency of other unit) presentation by the teacher.

(B) Complete a chart with the following headings:

Party	Leaders	Issues	Views

(C) Divide into two small groups, one representing the Federalists and another the Republicans. Prepare a case for the election of the designated party's candidate.

OBJECTIVE 18

The student will identify and explain domestic and foreign problems of the Washington, Adams and Jefferson administrations.

Concepts

The American presidency

Generalization

The new government faced many problems; it solved some important ones and set the foundations for the new nation.

- -

CONTENT OUTLINE

B. The early presidents
   1. President George Washington (1879-96)
      a. Legislative, executive and judicial leaders
      b. Domestic policies
      c. Foreign policies
   2. President John Adams
      a. Legislative, executive and judicial leaders
      b. Domestic policies
      c. Foreign policies
   3. President Thomas Jefferson
      a. Election of 1800
      b. Domestic policies
      c. Foreign policies
         (1) Tripolitan War
         (2) Chesapeake Affair (1807)
         (3) Embargo and Nonintercourse Acts (1809)
      d. Principles of Jeffersonian Democracy

ACTIVITIES

(A) Make a chart contrasting the domestic and diplomatic tensions facing the country in 1789 with those of the nation today.

(B) Prepare visuals such as posters, charts, or cartoons depicting Hamilton's financial program and the XYZ Affair.

(C) Work with others in a small group to prepare symposium presentations on problems encountered in launching the new government.

(Special Interest) Have the students enact the Hamilton-Burr Duel and/or the teacher share information on the Burr Conspiracy.

*OBJECTIVE 19

Students will locate the Louisiana Territory and tell the story of its purchase.

Concepts

Territorial expansion

Generalization

The Louisiana Purchase doubled the geographic size of the United States.

CONTENT OUTLINE

e. The Louisiana Purchase (1803)
    (1) Talleyrand
    (2) Napoleon
    (3) Toussaint L'Ouverture
    (4) Lewis and Clark
    (5) Livingston and Monroe

ACTIVITIES

(A) Shade in the Louisiana Territory on an outline map and tell the story of its acquisition. Include studies of the roles of persons affecting the purchase.

(B) Read a biographical sketch and/or available journal accounts of the Lewis and Clark expedition. Share these stories with other class members.

(C) Indicate the expansion of the nation as a result of the Louisiana Purchase on an outline map of the United States. Report on the social, political, and economic precursors and consequences of the purchase.

OBJECTIVE 20

The student will describe contributions of John Marshall to the judiciary tradition of the United States.

Concepts

Judiciary, precedent

Generalization

Early precedents may have long-range influences on institutions of government.

CONTENT OUTLINE

C. John Marshall and the Supreme Court
   1. Historic cases
   2. Issues
   3. Rulings
   4. Long-term ramifications

ACTIVITIES

(A) Participate in a group study of John Marshall and his influence on the United States judiciary. Assume special responsibility for collecting and sharing information about the cases studied.

(B) Participate in the activity described for Activity A but assume special responsibility for providing biographical information about John Marshall and his world. Consider styles of dress, music, recreation and other cultural sidelights or highlights.

(C) Participate in the study described for Activity A but work with the teacher and fellow students to dramatize and role play a case on public responses to news accounts about one or more.

OBJECTIVE 21

The student will illustrate causes and dramatic features of the War of 1812.

Concepts

Nationalism

Generalization

The War of 1812, which neither side really won, had important results, the chief of which was the growth of a spirit of nationalism.

CONTENT OUTLINE

VI. The War of 1812 and Nationalism
  A. President James Madison's Administration
    1. War Hawks
    2. Manifest Destiny
    3. Tippecanoe (1811)
       William Henry Harrison
    4. Hartford Convention
  B. The War of 1812
    1. "Old Ironsides"
    2. Battle of Lake Erie
       Oliver Hazzard Perry
    3. Francis Scott Key (1814)
    4. Battle of New Orleans
       Andrew Jackson

ACTIVITIES

(A) View filmstrip of the War of 1812; identify the main points of the filmstrip and list them on the chalk board for further discussion.

(B) In small groups prepare a mural illustrating the War of 1812.

(C) Prepare a bulletin board displaying the highlights of the War of 1812. Include: Old Ironsides, the Battle of New Orleans, the burning of Washington, D.C., Andrew Jackson and other personages affecting the War.

*OBJECTIVE 22

Students will identify important events and contributions of outstanding personalities of the Era of Good Feelings.

Concepts

Nationalism

Generalization

The rising nationalist identification and consolidation of the United States paralleled similar developments in Europe and was accompanied by domestic territorial expansion and establishment of international recognitions.

CONTENT OUTLINE

C. The Era of Good Feelings (1817-1825)
  1. Domestic
  2. International
     a. Monroe Doctrine (1823)
     b. Florida Purchase
  3. Inventions
     a. John Fitch
     b. Eli Whitney
     c. Robert Fulton
     d. James Watt
  4. Political leadership
     a. Daniel Webster
     b. Henry Clay
     c. John C. Calhoun

ACTIVITIES

(A) Prepare and deliver celebrated quotations from orators in Congress.

(B) Research and prepare skits on the lives of early American inventors.

(C) Cooperate with others to prepare a "Who's Who" of outstanding personalities of the period. Describe chief accomplishments as they relate to the events of their era and ours.

(ABC) Analyze and reflect upon the importance of the Monroe Doctrine. Discuss with the teacher and classmates main provisions and significances.

(ABC) Have students make a chart comparing the first five Presidents' administrations. Divide each class into three or four groups to work together filling in the chart.

COMPARE THE PRESIDENTS' ADMINISTRATIONS

President's Administration	Dates In Office	Main Events & Documents	Foreign Affairs	Domestic Problems	Political Party	Election of	Major Issues
Washington							
Adams							
Jefferson							
Madison							
Monroe							

VOCABULARY

- alien
- anglican
- arbitration
- armada
- astrolabe
- barter
- bicameral
- blockade
- boycott
- "bread colonies"
- burgess
- cabinet
- cash crop
- caucus
- charter
- checks and balances
- common law
- compact
- confederation
- conquistador
- coureurs de bois
- crusades
- dissenters
- elastic clause
- embargo
- entail
- enumerated goods
- Era of Good Feelings
- excise tax
- *ex post facto*
- federalism
- funding the debt
- Hessians
- House of Commons
- impeach
- imperialism
- implied powers
- impressment
- inauguration
- indentured servant
- indigo
- internal improvements
- interstate
- intrastate
- judicial review
- Line of Demarcation
- loyalist
- Manifest Destiny
- melting pot
- mercantilism
- mercenaries
- minutemen
- monopoly
- nationalism
- naturalization
- naval stores
- neutrality

non-importation agreement
Norsemen
Northwest Passage
"not worth a Continental"
nullify
patriot
patroon
"pet banks"
Pilgrims
preamble
precedent
primogeniture
property qualification
proprietary colony
Puritans
quitrent
radical
ratify
renaissance
republicanism
"right of deposit"
royal colony
"sea dog"
sectionalism
sedition
self-governing colony
separatists
specie
spoils system
states' rights
subsistence farming
suffrage
tariff
tidewater
Tories
treason
triangular trade
tribute
tyranny
unicameral
veto
writs of assistance

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AMERICAN HISTORY

Section II. Conflict and Reunion

Overview

The design of this section of the senior high school American history course provides opportunities to continue developing appreciation of American diversity and sources of unity. Students are to trace patterns of geographic mobility and expansion and to recognize institutional roots being laid in relation to geographic, political and economic opportunities and constraints of 19th century America. They are to learn about the political process as studies are made of the nature and impact of Jacksonian democracy and the agonies of secession, the War Between the States, and Reconstruction.

Students are to be provided opportunities to sample a wide range of human behaviors and emotions involved in the vigorous frontier life including the extremes associated with human slavery and the warring of immigrant with Indian, colonist with motor country, and brother against brother.

CONTENT OUTLINE

Section Two: Conflict and Reunion

Unit I. Sectionalism Emerges

- A. Population growth and mobility
- B. Industrialization of the North
  - 1. Inventions
  - 2. Factory system: Samuel Slater
  - 3. Urbanization
- C. Territorial expansion to the West
  - 1. Internal improvements
  - 2. The American "West"
    - a. Atlantic Seaboard to Appalachians
    - b. Ohio River Valley, Indiana, Illinois Territories, Kentucky, Tennessee, Louisiana
    - c. Iowa, Minnesota, Dakotas, Oregon Territories, California
  - 3. Land Policies
- D. Agrarian revolution in the South
  - 1. Staple crops
  - 2. Plantation system
  - 3. Slavery
- E. The election of 1824
- F. The administration of John Quincy Adams

Unit II. The Jacksonian Era

- A. Andrew Jackson
  - I. Background
  - 2. Election of 1828
  - 3. The Jackson administration
  - 4. Principles of Jacksonian democracy
- B. Jacksonian era reformism
  - 1. Suffrage expanded
  - 2. Education
    - a. Horace Mann
    - b. Henry Barnard
  - 3. Public institutions
    - a. Penal system
    - b. For the handicapped

4. Temperance movements
5. Women's rights and roles
   - a. Concerns
   - b. Goals
   - c. Voices
     - (1) Emma Willard
     - (2) Oberlin College
     - (3) Francis Wright
     - (4) Dorothea Dix
   - d. Seneca Falls Convention
6. Abolitionist movement
   - a. Voices and leaders
     - (1) William Lloyd Garrison
     - (2) Wendell Phillips
     - (3) Sarah Grimke
     - (4) Lucretia Mott
     - (5) Sojourner Truth
     - (6) Harriet Tubman
     - (7) Frederick Douglass
   - b. Debate
     - (1) Pro-slavery arguments
     - (2) Anti-slavery arguments
     - (3) Compromise proposals

C. Sectionalism intensified

1. Tariffs of 1828 and 1832
2. Nullification and compromise of 1833
3. Nat Turner's Rebellion
4. Texas Revolution
   - a. The Alamo
   - b. Sam Houston
   - c. Santa Ana
5. Westward expansion and sectionalism
   - a. Missouri
   - b. Texas
   - c. Oregon
   - d. California
6. The Mexican War
   - a. California
   - b. Arizona
   - c. New Mexico

        7. Crisis and compromises
            a. Missouri Compromise (1820)
            b. Election of 1848
                (1) Zachary Taylor
                (2) Free Soil Party
            c. Compromise of 1850
                (1) Henry Clay
                (2) John C. Calhoun
                (3) Daniel Webster
                (4) Stephen A. Douglas
                (5) William H. Seward
            d. Kansas-Nebraska Act
                (1) "Bleeding Kansas"
                (2) Sumner-Brooks Affair
    D. Persistent Issues
        1. Tariffs
        2. Internal improvements
        3. Banks
        4. Public domain lands
        5. Slavery
        6. Popular sovereignty
        7. States' rights
        8. Nationalsim

Unit III. Toward Disunion
    A. Public opinion influences
        1. Uncle Tom's Cabin
        2. Dred Scott decision
        3. Lincoln-Douglas debates
        4. John Brown's raid
    B. Election of 1860

Unit IV. Secession
    A. Lower South secedes
        1. Compromise attempts
        2. Fort Sumter (April 1861)
        3. Three military objectives of the North
    B. Upper South secedes

- C. Comparative war capabilities
  - 1. Population
  - 2. Manufacturing
  - 3. Transportation
  - 4. Enlistments
  - 5. Financial resources
  - 6. Leadership
  - 7. Morale
- D. Mobilization
- E. War
  - 1. At sea
    - a. Merrimac and the Monitor
    - b. Admiral Farragut
  - 2. a. Fort Henry
    - b. Fort Donelson
    - c. Shiloh
    - d. Mississippi River Valley
      - (1) New Orleans
      - (2) Vicksburg
  - 3. In the East
    - a. Bull Run
    - b. Peninsular Campaign
    - c. Antietam
    - d. Wilderness Campaign
  - 4. Surrender
    - Appomattox (April 9, 1865)
- F. Leadership
  - 1. Political
    - a. Union
      - (1) Abraham Lincoln
      - (2) Andrew Johnson
    - b. Confederacy
      - (1) Jefferson Davis
      - (2) Alexander Stephens
      - (3) Judah P. Benjamin
  - 2. Military
    - a. Union
      - (1) George McClellan
      - (2) William T. Sherman
      - (3) Ulysses S. Grant
    - b. Confederacy
      - (1) Robert E. Lee
      - (2) Thomas J. "Stonewall" Jackson
      - (3) J.E.B. Stuart

Unit V. Reconstruction

- A. Plans considered
  - 1. Lincoln's plan
  - 2. Wade-Davis Bill (Congressional Plan)
  - 3. Johnson's plan
- B. Assassination of Lincoln
- C. Radical Reconstruction
- D. Citizenship rights extended
  - 1. Thirteenth Amendment
  - 2. Fourteenth Amendment
  - 3. Fifteenth Amendment
- E. Aftermaths of war
  - 1. Re-unification
  - 2. Bitterness and rancor
  - 3. The Ulysses S. Grant administration

*OBJECTIVE 1

The student will evaluate the role played by the immigrants in the development of the country.

Concepts

Immigration, demography, frontier

Generalization

American history has been characterized by recurrent waves of immigration and westward movements. American society is composed of many ethnic groups each with its own identify, constitutions and conflicts.

- -

CONTENT OUTLINE

I. Sectionalism Emerges
    A. Population growth and mobility

ACTIVITIES

(A) Participate in a panel discussion on the contributions of the immigrants. Divide into groups and prepare discussions centered around some aspects of the immigrants' contribution to America.

(B) View a film, filmstrip or television program about immigration and participate in a discussion of the contents. Prepare notes to develop a summary and study for a short quiz on the facts presented.

(C) Choose a group of immigrants to investigate. Prepare a "history" of the experiences of this group in the U.S.A. Include reasons for emigration and immigration to the U.S.A., places of settlement, reactions of predecessors in their new locations, and significant contributions for these new settings.

A - On Level, B - Below Level, C - Above Level

*OBJECTIVE 2

The student will identify characteristics and trace developments of the Industrial Revolution's beginning in the early 19th century.

Concepts

Revolution, continuity, change

Generalization

The early 19th century was characterized by rapid changes in transportation, industry and agriculture that led to different developmental patterns in the North, South and West.

- -

CONTENT OUTLINE

B. Industrialization of the North
    1. Inventions
    2. Factory system: Samuel Slater
    3. Urbanization

ACTIVITIES

(A) Use the textbook and encyclopedia to develop an outline of industrial developments in early 19th century America. Develop a time line for class display.

(B) Read a descriptive sketch of the early factory system, their settings, and effects on the lives of Americans.

(C) Use available references to do a comparative study and report on the Industrial Revolution in Europe and the United States. Share the results with others.

(Special Interest) Explore the possibility of a joint project in history and English literature. Read and do a review on a novel or play about the era.

OBJECTIVE 3

The student will locate on an outline map of the United States major roads and canals that developed as industry demanded better routes to markets.

Concepts

Nationalism

Generalization

The early 19th century was characterized by geographic expansion, promotion of nationalism, and escalation of sectionalist conflicts.

CONTENT OUTLINE

C. Territorial expansion to the West
   1. Internal improvements
   2. The "American West"
      a. Atlantic Seaboard to Appalachians
      b. Ohio River Valley, Indiana, Illinois Territories, Kentucky, Tennessee, Louisiana
      c. Iowa, Minnesota, Dakotas, Oregon Territories, California
   3. Land policies

ACTIVITIES

(A) Draw and label the principal roads and canals on an outline map of the United States.

(B) After discussion and study of maps indicating the major roads and canals, complete a matching exercise using the map. Prepare to tell stories relating to the people who built and used those arteries of transport.

(C) List major roads and canals and state reasons for these constructions and methods of financing them. On an outline map of the United States, draw and label the principal roads and canals.

(Special Interest) Study and share with others the economic aspects of development. Include persons, fortunes made and other ramifications. Compare the "infrastructure" concept as it has been dealt with by other developing nations.

OBJECTIVE 4

The student will show how the invention of the cotton gin helped to make cotton "King" in the South.

Concepts

Sectionalism, interdependence

Generalization

Invention affected different parts of the country differently and promoted both interdependence and sectionalism.

CONTENT OUTLINE

D. Agrarian Revolution in the South
  1. Staple crops
  2. Plantation system

ACTIVITIES

(A) Prepare a graph showing cotton production in the South, 1791-1860.

(B) Use a graph of cotton production in the South to answer specific questions about increases in cotton production after the invention of the cotton gin.

(C) Prepare a graph and maps showing patterns of increase in cotton production and slaves after the invention of the cotton gin. Explain the relationships revealed.

*OBJECTIVE 5

The student will write an essay on selected aspects of slave culture of the South during the early and middle 19th century.

Concepts

Slavery

Generalization

Inventions and other developments led to the expansion of use of slave labor and cultural orientations with long-term consequences.

CONTENT OUTLINE

3. Slavery

ACTIVITIES

(A) Participate in a panel discussion on a topic selected from a list such as the following: Black Civilization in Africa; The Slave Trade; Life of a Slave on Southern Plantations; and the Southern Defense of Slavery.

(B) Read and/or view a filmstrip, film or television program on slavery, answer questions such as the following:

1. Where did slaves come from?
2. How did the slaves come to America?
3. Why were more slaves found in the South?
4. What kind of work did the slaves do on the plantations?
5. How were slaves treated by their owners?

(C) Prepare a socio-drama on a selected aspect of slavery. Consider as topics the African backgrounds, life in the "seasoning islands" and life on a southern plantation.

OBJECTIVE 6

The student will trace developments and identify characteristics of the sectionalism of the early 19th century.

Concepts

Sectionalism

Generalization

Sectionalism developed in the United States as a result of geographic, political, social and economic interest in the North, South, and West.

- -

CONTENT OUTLINE

E. The election of 1824
F. The administration of John Quincy Adams

ACTIVITIES

(ABC) Engage in preparatory reading and cooperative planning of role playing activities to dramatize sectionalist issues of the 1820's.

(A) Take special responsibility for developing handouts on the party platforms and candidates for the role playing activity.

(B) Take special responsibility for developing role cards for a New England factory owner, a Western frontiersman, and so on, for the role playing activity.

(C) Take special responsibility for coordination of the role playing activity and working with the teacher in summarizing.

OBJECTIVE 7

The student will analyze and evaluate the administration of Andrew Jackson.

Concepts

Frontier, nationalism, sectionalism, Jacksonian democracy

Generalization

Westward movement and the geographical frontiers characterized and shaped nationalism, sectionalism, and the emerging cultural values of the Jacksonian era.

CONTENT OUTLINE

II. The Jacksonian Era
  A. Andrew Jackson
    1. Background
    2. Election of 1828
    3. The Jackson administration
    4. Principles of Jacksonian democracy

ACTIVITIES

(A) Plan and stage a mock campaign rally featuring the campaigns of Adams and Jackson.

(AC) Write a comparative essay contrasting the political revolution of 1800 with that of 1828.

(B) Prepare articles for newspapers on the following issues:
  (a) Jackson's bank veto,
  (b) the nullification controversy, and
  (c) the tariff issue.

(C) Participate in an informal discussion centered around the following statements:
  (a) On the most important issues of his time, Jackson spoke for the people.
  (b) Jefferson formulated the ideals of democracy and Jackson developed the practice.

*OBJECTIVE 8

The student will identify reform movements and reformers of the 1820-1860 era.

Concepts

Reform, continuity, change

Generalization

Physical, intellectual, and social conditions have led to improvements in our society.

CONTENT OUTLINE

B. Jacksonian era reformism
  1. Suffrage expanded
  2. Education
    a. Horace Mann
    b. Henry Barnard
  3. Public institutions
    a. Penal system
    b. Handicapped
  4. Temperance movements

ACTIVITIES

(A) Research a selected reform movement such as Abolition, Temperance, Women's Rights, Utopian communities or treatment of the criminal and insane. Contribute a written report and suitable aids for class presentation. The chairperson of the committee will report orally the results of the study to the class.

(B) View a filmstrip or read selected passages and complete a chart on reform movements during the period 1820-1860. Include list of reforms, goals and leaders.

(C) Participate in small group assigned to study a reform movement of 1820-1860. The group is to plan, research, develop and deliver a class presentation. Consider a panel, symposium, chalk talk, sociodrama or other formats and prepare audiovisuals to help make such presentations interesting and informative.

*OBJECTIVE 9

The student will compare the Women's Rights movement of the 1800's with that of today.

Concepts

Reform, suffrage, human rights, citizen

Generalization

Clarification of who is included under the constitutional guarantee of rights has been a persistent theme and recurrent issue in American history.

- -

CONTENT OUTLINE

5. Women's rights and roles
    a. Concerns
    b. Goals
    c. Voices
        (1) Emma Willard
        (2) Oberlin College
        (3) Francis Wright
        (4) Dorothea Dix
    d. Seneca Falls Convention

ACTIVITIES

(A) Write a documented paper comparing the Women's Rights movement of the 1800's with the Women's Liberation movement of today. Include maps, tables and graphs to depict and support the ideas developed.

(B) View a film or filmstrip that contains enough information to make comparisons of the early Women's Rights movements of the second and fourth quarters of the 20th century List rights women sought in the two eras. Compare the lists.

(C) State issues involved in the two eras of pressure for increased women's rights and develop a study of the propositions that the goals have been achieved or the contrasting view that there has been regression in a number of major respects.

(ABC) View the filmstrip series "What is History?" which deals with historiography and uses examples of documentation to correct views of suffragettes in history.

*OBJECTIVE 10

The student will summarize main arguments for the abolition of slavery.

Concepts

Abolition

Generalization

Abolitionists engaged in intellectual debate, moral suasion and overt actions to oppose, curtail and end the institution of slavery.

CONTENT OUTLINE

6. Abolitionist movement
    a. Voices and leaders
        (1) William Lloyd Garrison
        (2) Wendell Phillips
        (3) Sarah Grimke
        (4) Lucretia Mott
        (5) Sojourner Truth
        (6) Harriet Tubman
        (7) Frederick Douglass
    b. Debate
        (1) Pro-slavery arguments
        (2) Anti-slavery arguments
        (3) Compromise proposals

ACTIVITIES

(A) Role play a newspaper report assigned to cover an Abolitionist society meeting. Write a newspaper article including a summary of arguments given for abolishing slavery in the United States.

(B) View a film or filmstrip about the Abolition movement and list at least five of the reasons given for the abolition of slavery.

(C) Role play the forming of an Abolitionist society. Give the society an appropriate name. Write a set of by-laws, including definite membership criteria and the purpose of the society. Plan and conduct a meeting of the society. Include a program such as presentations by guest speakers.

OBJECTIVE 11

The student will be able to define nullification and explain the nullification controversy.

Concepts

Conflicts, compromise, sectionalism

Generalization

Sectionalism developed in the United States as a result of geographic, political, social and economic interest of the North, South, and West. Some of the conflicts of interest were resolved by compromise; others evoked increasingly hard line stances leading to nullification, secession and war.

- -

CONTENT OUTLINE

C. Sectionalism intensified
  1. Tariffs of 1828 and 1832
  2. Nullification and compromise of 1833
  3. Nat Turner's Rebellion
  4. Texas Revolution
     a. The Alamo
     b. Sam Houston
     c. Santa Anna

ACTIVITIES

(A) Define nullification and then outline the basic tenets of the South Carolina Exposition and Protest (Nullification Theory). Compare this with the Kentucky and Virginia Revolutions. Explain the significance of the nullification theory in relation to possible secession.

(B) Look up the definitions of the terms "null and void," "nullify," "nullification" and write them in a notebook. Participate in a discussion and contribute examples to help explain the meanings of the terms. Review the idea (theory) of states' rights and summarize major features in a notebook. Find statements of provisions of the South Carolina Exposition and record those in a notebook. In your own words write a brief explanation of nullification.

(Continued on next page)

(C) Investigate and report on the nullification controversy. Consider the following: Kentucky and Virginia Resolutions, Opposition to the War of 1812, South Carolina Exposition and Protest, the Webster-Hayne Debate, Jefferson Day Dinner, Maysville Road Veto, South Carolina Ordinance of Nullification, Force Bill, and Compromise of 1833.

(ABC) Complete an open book assignment on the Westward Expansion period and upon completion of work allow students to read answers aloud and discuss alternatives.

*OBJECTIVE 12

The student will narrate the story of territorial growth of the United States and trace on a map important developments of the West.

Concepts

Sectionalism

Generalization

The United States realized its dream of "Manifest Destiny" by reaching the Pacific.

CONTENT OUTLINE

5. Westward expansion and sectionalism
   a. Missouri
   b. Texas
   c. Oregon
6. The Mexican War
   a. California
   b. Arizona
   c. New Mexico

ACTIVITIES

(A) Complete a map exercise illustrating the territorial growth of the United States Mark off the territorial acquisitions, designate the date of each acquisition and verbally describe how each was acquired.

(B) Complete a map exercise illustrating the territorial growth of the United States. Identify the territorial acquisitions and designate the date of each acquisition.

(C) Show on an outline map the shifting frontiers of the United States from 1783 to 1850. In paragraph form describe and explain how the United States used conquest, purchase, discovery and compromise in rounding out its continental borders.

(Special Interest) Students will prepare "I Am" reports on personalities of this period. Each will wear a head dress to depict his or her character. Suggestions might be:
Santa Anna, a survivor of the Alamo, one of Joseph Smith's wives, the squaw of a Mountain Man, etc.

OBJECTIVE 13

The student will identify the provisions of the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act.

Concepts

Compromise, sectionalism, nationalism

Generalization

Nationalist goals and compromises prevented sectionalism from erupting into war from the 1820's through the 1850's.

CONTENT OUTLINE

7. Crisis and Compromises
    a. Missouri Compromise (1820)
    b. Election of 1848
        (1) Zachary Taylor
        (2) Free Soil Party
    c. Compromise of 1850
        (1) Henry Clay
        (2) John C. Calhoun
        (3) Daniel Webster
        (4) Stephen A. Douglas
        (5) William H. Seward
    d. Kansas-Nebraska Act
        (1) "Bleeding Kansas"
        (2) Sumner-Brooks Affair

ACTIVITIES

(A) Complete charts on the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act showing the problems, how the compromises proposed to resolve the problems and the section of the country benefited.

(B) Outline the provisions of the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas-Nebraska Act, and tell the stories of the three events.

(C) Secure copies and analyze documents embodying the provisions of the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas-Nebraska Act. Prepare maps of the United States showing effects of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.

*OBJECTIVE 14

The student will recognize economic, political and social issues that separated the nation.

Concepts

Sectionalism

Generalization

Sectionalism developed in the United States as a result of divergent geographic, political, social and economic interests in the North, South and West. Some of the conflicts of interest were resolved by negotiation and compromise; others evoked increasingly hard line stances leading to secession and war.

- -

CONTENT OUTLINE

D. Persistent Issues
   1. Tariffs
   2. Internal improvements
   3. Banks
   4. Public domain lands
   5. Slavery
   6. Popular sovereignty
   7. States' rights
   8. Nationalism

ACTIVITIES

(A) Complete a chart showing the position taken by each section of the country on controversial issues including tariff, internal improvements, the bank, free land, admission of Missouri, annexation of Texas, slavery, and popular sovereignty.

(B) With the aid of the teacher, construct a table involving the persistent issues and dominant position of the various sections of the country.

(C) Plan a mock Congressional debate on selected issues among sections of the country. Either represent the views as an active partisan or act as members of Congress. After careful research on the issues and allocation of roles, debate the issues and take careful notes so all participants may intelligently review pros and cons and evaluate each issue.

OBJECTIVE 15

The student will construct a chart of selected features of the election of 1860.

Concepts

Continuity, change, conflict

Generalization

The Presidential election of 1860 served as a catalyst for action.

- -

CONTENT OUTLINE

III. Toward Disunion
    A. Public opinion influences
        1. Uncle Tom's Cabin
        2. Dred Scott decision
        3. Lincoln-Douglas debates
        4. John Brown's raid
    B. Election of 1860

ACTIVITIES

(A) Analyze written materials recommended by the teacher and construct a chart using the following categories: (1) Candidate, (2) Party, (3) Electoral Vote, (4) Popular Vote, and (5) Percent of Popular Vote.

(B) Analyze written materials recommended by the teacher and construct a chart on the election of 1860. Include the following categories: (1) Party, (2) Candidate, and (3) Electoral Vote.

(C) Construct a documented chart on the election of 1860. Include the following categories: (1) Party, (2) Candidates, (3) Issues, and (4) Election Results.

(Special Interest) This period lends itself to the first person or "I Am" reports. One student could be the wife of Dred Scott, another student, a son of John Brown, etc.

*OBJECTIVE 16

The student will show on an outline map the geographical alignments of various political units on the issue of Secession.

Concepts

Secession

Generalization

Political issues are sometimes influenced by geographic factors.

CONTENT OUTLINE

IV. Secession
  - A. Lower South secedes
    - 1. Compromise attempts
    - 2. Fort Sumter (April 1861)
  - B. Upper South secedes
  - C. Three military objectives of the North
    - 1. Conquer Richmond
    - 2. Split Confederacy
    - 3. Naval blockade

ACTIVITIES

(A) Follow these directions in filling out an outline map:

1. Label each state outlined on the map.

2. In contrasting colors shade the state seceding from the Union before the fall of Fort Sumter, shade the states seceding from the Union after the fall of Fort Sumter, shade the states remaining in the Union, and shade the border states adhering to the Union.

(B) Use a key and contrasting colors to fill out an outline map of the United States in 1861 showing the states that choose to remain with the Union, the border states not seceding from the Union, and the Confederate states or the states seceding from the Union.

(Continued on next page)

(C) Use graphics and contrasting color schemes to fill out an outline map of the United States in 1861 showing the Union states, the Confederate States, the Territories which remained in the Union, the two Territories adhering to the Confederacy, and the border states. Write in the names of the states and make a legend for the map. Place it in the lower left-hand corner of the page.

*OBJECTIVE 17

The student will identify and compare advantages of the North and South at the beginning of the War Between the States.

Concepts

War

Generalization

A wide variety of material and non-material conditions affect the fortunes of war.

- -

CONTENT OUTLINE

C. Comparative war capabilities
    1. Population
    2. Manufacturing
    3. Transportation
    4. Enlistments
    5. Financial resources
    6. Leadership
    7. Morale

D. Mobilization

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ACTIVITIES

(A) Compare the Northern and Southern states at the beginning of the War by completing a chart. Consider including: Population, Number of States, Enlistments, Manufacturing, Transportation Facilities, Naval Power, Trained Officers, Financial Resources, Reasons for Fighting, War Aims, Military Strategy, and Government.

(B) Complete a chart comparing the North and South at the beginning of the War. Identify the sources used. Consider comparisons of: Number of States, Population, Manufacturing, Transportation Facilities, Financial Status, Aims of War, Military Strategy, and Government.

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(C) Construct bar graphs showing comparative strengths of the North and South in the War. Use a key to differentiate between North and South on bar graphs. Compare and document sources of information on the following:

Area, Population, Wealth Produced, Farms, Value of Farmland, Value of Livestock, Factories, Industrial Workers, Rail Mileage, and Merchant Marine.

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***OBJECTIVE 18**

The student will identify selected locations and political and military events of the War Between the States.

Concepts

War

Generalization

The War Between the States was geographically widespread and destructive of men and resources.

CONTENT OUTLINE

- E. War
  - 1. At sea
    - a. Merrimac and the Monitor
    - b. Admiral Farragut
  - 2. In the West
    - a. Fort Henry
    - b. Fort Donelson
    - c. Shiloh
    - d. Mississippi River Valley
      - (1) Vicksburg
      - (2) New Orleans
    - e. Sherman's March
  - 3. In the East
    - a. Bull Run
    - b. Peninsular Campaign
    - c. Antietam
    - d. Wilderness Campaign
  - 4. Surrender
    - Appomattox (April 9, 1865)

ACTIVITIES

(A) Narrate with reference to a map the major land and sea strategies of the Union and the Confederacy. Using symbols, locate and print in the names of the military actions that helped to fulfill the major aims of the Union military strategy and those that fostered the aims of the Confederacy.

(B) Read about and prepare to tell the stories of selected battles and sites of the War Between the States. The following should be located on maps: Mississippi River, Vicksburg, New Orleans, Tennessee River, Gettysburg, Bull Run, Richmond, Atlanta, Chattanooga, Savannah, and Charleston.

(C) Analyze accounts and chart selected campaigns and battles of the War using categories such as the following: Dates, Battles, Generals, Goals, and Outcomes. Prepare to use a map and narrative to accompany the chart.

*OBJECTIVE 19

The student will identify personages involved in the War Between the States.

Concepts

Leadership

Generalization

The leadership of certain individuals has had a profound influence on the course of history.

CONTENT OUTLINE

F. Leadership
  1. Political
    a. Union
      (1) Abraham Lincoln
      (2) Andrew Johnson
    b. Confederacy
      (1) Jefferson Davis
      (2) Alexander Stephens
      (3) Judah P. Benjamin
  2. Military
    a. Union
      (1) George McClellan
      (2) William T. Sherman
      (3) Ulysses S. Grant
    b. Confederacy
      (1) Robert E. Lee
      (2) Thomas J. "Stonewall" Jackson
      (3) J.E.B. Stuart

ACTIVITIES

(A) Write capsule biographies of selected Northern and Southern leaders in the War. Include Abraham Lincoln, Jefferson Davis and others selected in consultation with the instructor. Review a scholarly evaluation of the roles played by those selected.

(B) Prepare booklets in cooperation with others assigned to small task groups. Identify outstanding leaders in the War. Locate pictures or have an artistic student sketch the leaders. Notebooks should include short paragraphs describing each selected person's role in the War. Consider for inclusion: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, "Stonewall" Jackson, J.E.B. Stuart, William T. Sherman, and George B. McClellan.

(Continued on next page)

(C) Write comparative analyses of the lives of Abraham Lincoln and Jefferson Davis, political leaders, and Ulysses S. Grant and Robert E. Lee, military leaders of the North and South. Include brief summaries of backgrounds but emphasize the respective roles related to the War Between the States.

*OBJECTIVE 20

The student will compare alternative Reconstruction plans.

Concepts

Reconstruction

Generalization

Presidents Lincoln and Johnson offered plans for Reconstruction aimed at the restoration of the Union while Congress advocated punitive measures.

- -

CONTENT OUTLINE

V. Reconstruction
   A. Plans considered
      1. Lincoln's plan
      2. Wade-Davis Bill (Congressional Plan)
      3. Johnson's Plan
   B. Assassination of Lincoln
   C. Radical Reconstruction

ACTIVITIES

(A) Analyze at least two suitable references which explain the plans for Reconstruction and show the results of the analyses in the form of a chart. Include the topic outline on the following categories: (1) Lincoln's Plan, (2) Johnson's Plan, and (3) the Congressional Plan.

(B) Participate in an identification exercise such as the following one which requires comparisons of the Presidential and Congressional plans for Reconstruction.

In the blank to the left of each statement write P for Presidential plan or C for Congressional plan.

______ Ratification of the Thirteenth Amendment

______ The creation of five military districts

(Continued on next page)

_______ Ten percent of voters take oath of allegiance

_______ Ratification of the Fourteenth Amendment

_______ Southern states could write new constitutions guaranteeing freedmen the right to vote

_______ High ranking Confederal civil and military leaders deprived of the right to vote

_______ Freedmen given the right to vote

(C) Write a bibliographic essay comparing Lincoln's, Johnson's, and the Congressional plans for Reconstruction. In consultation with the teacher expand the comparison to other post-war Reconstructions (such as the policies of imperial Rome, the post World War I punitive mode, and the post World War II Marshall Plan). Formulate generalizations for further testing against historical particulars.

*OBJECTIVE 21

The student will identify provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.

Concepts

Suffrage, civil liberties

Generalization

The end of the War Between the States resulted with the passage of three Constitutional Amendments.

- -

CONTENT OUTLINE

D. Citizenship rights extended
  1. Thirteenth Amendment
  2. Fourteenth Amendment
  3. Fifteenth Amendment

ACTIVITIES

(A) Write an essay on the provisions, circumstances, and political reasons involved in passage of the 13th, 14th, and 15th Amendments to the Constitution.

(B) Participate in reading and then match statements concerning provisions of the 13th, 14th, and 15th Amendments to the Constitution.

(C) Analyze copies of the 13th, 14th, and 15th Amendments to the Constitution in order to list the major provisions and to identify elements of a peace treaty provided for by each. Review the literature to find explanations for failure to adopt a peace treaty. Share this with the class in discussion sessions.

OBJECTIVE 22

The student will demonstrate empathy based upon accounts of how many Americans felt about Radical Reconstruction.

Concepts

Reconstruction

Generalization

The task of reconstruction follows every war and the way it is handled has long-term consequences.

CONTENT OUTLINE

E. Aftermaths of War
    1. Re-unification
    2. Bitterness and rancor

ACTIVITIES

(A) Prepare "man on the street" interviews about Reconstruction views of people, role playing varied social positions involving different sections of the country. Consider including roles such as: ex-Confederate soldier, radical republican, scalawag, carpetbagger, freedman, former plantation owner, northern factory worker, and ex-Union soldier.

(B) Keep a diary such as may have been kept by an ex-Confederate soldier, a scalawag, a carpetbagger, a freedman, or a former plantation owner. Reflect experiences by showing how these people may have felt about Reconstruction.

(C) Prepare a panel discussion composed of persons who have studied and prepared to role play a black leader, a radical Republican, a member of the Ku Klux Klan, a white plantation owner, officers, and enlisted soldiers. In consultation with the teacher, select points to be included and references to use in preparation.

*OBJECTIVE 23

The student will describe characteristics of corruption and reforms cited by historians of the postwar years.

Concepts

Reconstruction, recovery

Generalization

Postwar years brought corruption and subsequent reforms in government.

- -

CONTENT OUTLINE

3. The Ulysses S. Grant adminstration

ACTIVITIES

(A) Use appropriate references to clarify the meanings of terms such as: corruption, scandal, civil service, reform and lobbies. Participate in a discussion of post-Civil War corruption and reasons historians and political scientists have found to be associated with corruption in government. Narrate specific scandals associated with the Tweed Ring, the Whiskey Ring, and the Salary Grab. Compare recurrent instances of dishonorable actions of public officials and methods of reform, such as Civil Service, designed to eliminate corruption.

(B) Prepare a newspaper headline dealing with selected instances of corruption and/or reforms of 1865-1900. Consider the following topics for headlines:

(Continued on next page)

Scandals of Grant's Administration, Civil Service Reforms, the Congressional Laws of the 1880's and 1890's, and First Billion-Dollar Congress.

(C) Participate in a group assigned as presidential administration to study instances identified as graft, corruption, and reform. Include such administrations as: Rutherford B. Hayes; Ulysses S. Grant; James Garfield and Chester Arthur; Grover Cleveland; and Benjamin Harrison. Compare these examples with instances from other times and places. Seek to identify similarities, differences, and types of reform measures.

(Special Interest) Make a comparative study of corruption in government: the late 1800s with the middle 1900s.

(Special Interest) Study and share information concerning the presidents. Discuss the personal aspects, make comparisons, place presidents into categories as to strong, average, weak, etc.

VOCABULARY

default

partnership

collective bargaining

strike

picket line

urban

"King Cotton"

staple crop

subsistence farmer

county

yeoman

overseer

tenant farmer

cotton gin

presidio

pueblo

villa

adobe

"Manifest Destiny"

"Forty-niners"

reformer

capital punishment

prohibition

normal school

academy

abolition

emancipation

nullification

"popular sovereignty"

"Bleeding Kansas"

"Boys in Blue"

"Boys in Gray"

Confederate

Union

tariff

amnesty

misdemeanor

Tenure of Office

carpetbaggers

scalawags

Civil Service

trust

poll tax

Solid South

Ku Klux Klan

felony

New South

depression

Reconstruction

malice

literacy

bloc

subsidy

bounty jumper

Greenbacks

homestead

"Copperheads"

indemnity

mission

capital

women's rights

temperance

clipper ship

sectionalism

industrialization

agrarian

plantation

tidewater

compromise

secede

Freeport Doctrine

slave

rural

immigrant

annexation

States' Rights theory

free state

slave state

AMERICAN HISTORY

Section III. Emergence of Modern America

Overview

Students are to trace the emergence of the United States from the Armageddon of the War Between the States into an era of enterprise and economic property on an unprecedented scale. Demographic shifts, political coalitions and class conflicts are to be viewed as they relate with new institutions including big business, big labor and big government. Examples of ingenuity and inventiveness in many spheres of life provide opportunities for students to become intrigued with questions about conditions that contribute to increasingly creative, productive, just and humane societies. As chronological chains of events are traced, both continuities and changes may be used to illuminate such possibilities.

The course design includes historic examples of militarism, nationalism and imperialism, and activities to encourage reflection upon domestic and international consequences of such policies and programs. The activities of this section are intended to make globes and information about current events take on new depth and meaning.

CONTENT OUTLINE

Section Three: Emergence of Modern America

- Unit I. Expansion in the American West
  - A. Miners in the western mountains
  - B. Indians on the Great Plains
    - 1. Tribes
    - 2. Characteristics
    - 3. Conflicts of interest
    - 4. Role of the United States Bureau of Indian Affairs
  - C. Cattlemen on the Great Plains
    - 1. Range land
    - 2. Geographic locations
    - 3. Transporation
    - 4. Markets
    - 5. Cowboys
      - a. British cattlemen and the American West
      - b. Black cowboys
      - c. Indians
      - d. Culture of the ranch
    - 6. Decline of the cattle industry
      - a. Overproduction
      - b. Weather
      - c. Land policies
        - (1) Homesteading
        - (2) Sheepherders
        - (3) Farmers
        - (4) Barbed wire
  - D. Farmers on the Great Plains
    - 1. Homestead Act (1862)
    - 2. Morrill Act (1862)
    - 3. Frontier hardships
      - a. Water access
      - b. Weather
      - c. Transportation
      - d. Range wars

Unit II. Growth of American Business and Industry

- A. Improvements in communications and transportation
  - 1. Communication
    - a. Telegraph
    - b. Telephone
    - c. Typewriter
    - d. Mail delivery systems
  - 2. Transportation
    - a. Railroad
    - b. Steamship
    - c. Roads
- B. Growth of commerce and industry
  - 1. Railroads
    - a. Cornelius Vanderbilt
    - b. James J. Hill
  - 2. Oil
    - John D. Rockefeller
  - 3. Steel
    - Andrew Carnegie
  - 4. Finance
    - J. Pierpont Morgan
- C. Republican presidents
  - 1. Rutherford B. Hayes (1877-81)
  - 2. James A. Garfield (1881)
  - 3. Chester A. Arthur (1881-85)
- D. Formation of corporations and business combinations
  - 1. Types
    - a. Sole proprietorship
    - b. Partnership
    - c. Corporation
  - 2. Advantages and disadvantages
  - 3. Corporate combinations
    - a. Cartel
    - b. Trust
    - c. Pool
    - d. Holding company
    - e. Interlocking directorates
- E. Progressive era curbs
  - 1. Regulation of the power of big business
    - a. Sherman Anti-Trust Act
    - b. Clayton Anti-Trust Act (1914)

Unit III. Development of Labor Movement

- A. Labor conditions in industrial America
  - 1. Unsafe conditions
  - 2. Lack of sanitation
  - 3. Long hours
  - 4. Lack of welfare provisions
  - 5. Low wages
  - 6. Few options
- B. Formation of labor unions
  - 1. Knights of Labor
  - 2. American Federation of Labor
  - 3. Congress of Industrial Organizations
- C. Progressive reform aids the laborer
  - 1. Employers' Liability Act (1908)
  - 2. Children's Bureau

Unit IV. Organization of the Farmers

- A. Farmers' problems in industrial America
  - 1. Problems
    - a. High prices of manufactured goods
    - b. Declining farm prices
    - c. High transportation costs
    - d. High interest rates
    - e. High storage costs
  - 2. Causes
    - a. Government policies and practices
    - b. Business profits and practices
- B. Emergence of farmer influence on government
  - 1. Farmers Alliance
  - 2. Grange
  - 3. Social, political and economic endeavors
  - 4. Farmers' monetary policy
    - a. Banking
    - b. Monetary policy
    - c. Taxation
  - 5. Government legislation
- C. The Populist Party
  - 1. Political influence
  - 2. Social influence
  - 3. Economic influence

- D. Progressive reform aids the farmer
    - 1. Smith-Lever Act (1914)
    - 2. Federal Farm Loan Act (1916)
    - 3. Smith-Hughes Act (1917)

Unit V. The "New South"
- A. Political
    - 1. Solid South
    - 2. Many parties
- B. Social
    - 1. Race relations
    - 2. Public education
    - 3. Urban growth
- C. Economic
    - 1. Agricultural diversity
    - 2. Primary industries
        - a. Gas and oil
        - b. Timber
        - c. Fish and wildlife

Unit VI. The Progressive Movement
- A. Political leaders
    - 1. Theodore Roosevelt
    - 2. Robert LaFollette
    - 3. Charles Evans Hughes
    - 4. Woodrow Wilson
- B. Muckrakers
    - 1. Frank Norris
    - 2. Upton Sinclair
    - 3. Lincoln Steffens
    - 4. Ida Tarbell
    - 5. Jacob Riis
    - 6. Jack London
- C. Reform legislation
    - 1. Australian ballot
    - 2. Direct primary
    - 3. Initiative, referendum and recall
    - 4. 17th and 19th Amendments
    - 5. Municipal reform

OBJECTIVE 1

The student will locate three areas in which gold or silver discoveries were on territories claimed by Indian tribes.

Concepts

Conflict, natural resources

Generalization

The lure of wealth led to conflicts between miners and Indians in the western mountains.

- -

CONTENT OUTLINE

I. Expansion in the American West
   A. Miners in the western mountains

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ACTIVITIES

(A) Identify on an outline map three areas in which gold or silver discoveries led to conflict with the Indians. Refer to appropriate sources of information and properly reference the sources used.

(B) Identify on a map states where gold or silver discoveries led to conflict with the Indians. Narrate the story of the events involved in each area.

(C) Locate and name three areas in which gold or silver discoveries led to conflict with the Indians. With the help of the instructor prepare and present for the class information about the ways we have come to know of the events involved. Provide a list of kinds of references historians use and at least one explanation of why conflicts occurred at the places identified on the maps.

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A - On Level, B - Below Level, C - Above Level

*OBJECTIVE 2

The student will explain how the revolver, the railroads, and the destruction of the buffalo ended the Indians' way of life in America.

Concepts

Change, conflict

Generalization

Revolvers, railroads, and the destruction of the buffalo ended the Indians' way of life in America.

CONTENT OUTLINE

B. Indians on the Great Plains
  1. Tribes
  2. Characteristics
  3. Conflicts of interest

ACTIVITIES

(A) Use appropriate references to identify factors in a "way of life" and write a paragraph explaining how the revolver, railroads, and destruction of the buffalo, affected aspects of the Indians' way of life in America.

(B) Read or view and tell stories of the Old West involving the railroads, revolver and/or buffalo. Discuss ways the life styles of Indians were affected.

(C) Write a paragraph to explain ways the Indians' way of life in America was affected by the revolver, the railroads, and the destruction of the buffalo. Develop for class display a time line showing sequences in the causal chains of events affecting the Plains Indians.

OBJECTIVE 3

The student will list four changes in federal regulations, 1887-1960, which affected the Indians.

Concepts

Change, "Americanization"

Generalization

Federal legislation attempted to Americanize the Indians.

- -

CONTENT OUTLINE

4. Role of the United States Government
    a. Bureau of Indian Affairs

ACTIVITIES

(A) Keep a log of western movies or programs watched for a period of time set in consultation with the teacher. Record the program title, date and general subject and fill in a checklist of items such as the following:

1. Time represented in the story,
2. Place(s),
3. Observations that would indicate Americanizing influences that might be attributed to the federal regulations being studied, and
4. Observations that seem to misrepresent historical possibilities.

(B) Identify government agencies in the state that are concerned with Indian affairs. Work with the instructor to arrange for a speaker on the influences of federal regulation on American Indians.

(Continued on next page)

(C) Develop a time line and maps depicting changes attributable to federal regulations of 1887-1960. Work with other class members and the instructor to try to locate times, dates and places pertinent to the viewing logs and class discussions of historical information.

OBJECTIVE 4

The student will describe characteristics of the long drives.

Concepts

Ranching, frontier

Generalization

Long drives and the open ranges combined to make cattle ranching profitable on the Great Plains. These factors facilitated urban and industrial development and grew in response to the needs of urban and industrial populations.

CONTENT OUTLINE

C. Cattlemen on the Great Plains
  1. Range land
  2. Geographic locations
  3. Transportation
  4. Markets

ACTIVITIES

(A) Analyze accounts of long drives and derive a list of common characteristics of the long drives. Locate the places and flow patterns on a map.

(B) Make a collection of pictures representing cattle drives and ranching during the period from the Civil War to the 1920's. Analyze these and outline characteristics depicted.

(C) Consult references recommended by the instructor and librarian to locate: (1) statistical evidence of the profitability of ranching at various times including 1870's to 1920's, and (2) locations and dates of the long drives and open range. Work with the small group; plan and share the results with the class. Consider developing a set of transparencies and accompanying script, a bulletin board with graphs and charts, or other multi-media presentation formats.

OBJECTIVE 5

The student will describe open range cattle ranching.

Concepts

Ranching

Generalization

Manner of production and marketing cattle shaped significant aspects of the American West and the national self-image of Americans.

CONTENT OUTLINE

5. Cowboys
   - a. British cattlemen and the American West
   - b. Black cowboys
   - c. Indians
   - d. Culture of the ranch

ACTIVITIES

(A) Write four characteristics of open range cattle ranching.

(B) Interview the county agent or a person suggested by him or her to learn about open range cattle ranching and its historical importance. Share the results with the class by means of an invitation to a guest speaker, development of a folder or brochures or other information and/or a tape of the interview.

(C) Develop a paper on the cattle industry's origin and early development. Include descriptions of patterns such as the open range.

(Special interest) Conduct a comparative study of cowboys and ranching in various countries such as the American West, France, and Argentina. Consider reasons the American cowboy has been so extensively known to people around the world.

*OBJECTIVE 6

The student will recognize effects of overproduction, weather conditions, and the farmers on the decline of the cattle industry.

Concepts

Multiple causation, continuity, change

Generalization

Overproduction, weather conditions, and farmers' activities led to the decline of the cattle industry.

CONTENT OUTLINE

6. Decline of the cattle industry
    a. Overproduction
    b. Weather
    c. Land policies
        (1) Homesteading
        (2) Sheepherders
        (3) Farmers
        (4) Barbed wire

ACTIVITIES

(A) Identify and check sources of information showing production of cattle, weather conditions, and farmer activities that may have affected the cattle industry between the 1870's and 1920's. Share the information and references with other class members. Include tables, graphs, maps and paragraphs as appropriate.

(B) View a film and examine textbook and other available materials dealing with cattleman and farmer conflicts during the period from 1870 to 1920. Summarize and role play dramatized instances including a cattlemen's enumeration of woes befalling the cattle industry, such as weather, barbed wire, and so on.

(Continued on next page)

(C) Using the assigned reading in a textbook, write a paragraph which includes examples to explain how each of the following led to the decline of the cattle industry: overproduction, weather conditions, and the farmers. Test the proposition that there was a decline in the cattle industry during the post-Civil War to the 1920's period of American history or that changes in the cattle industry were attributable to overproduction, weather and farmer activities.

*OBJECTIVE 7

The student will state ways the Homestead and Morrill Acts of 1862 encouraged farmers to develop the Great Plains.

Concepts

Land usage

Generalization

Federal legislation encouraged farmers to develop the Great Plains.

CONTENT OUTLINE

D. Farmers on the Great Plains
  1. Homestead Act (1862)
  2. Morrill Act (1862)

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ACTIVITIES

(AC) Outline and describe the provisions of the Homestead and Morrill Acts of 1862 as presented in a standard reference such as the textbook or encyclopedia.

(B) List the provisions of the Homestead and Morrill Acts of 1862 and identify those that would seem to have been particularly attractive opportunities. Tell the story of a real or fictional participant.

(ABC) Participate in a simulation such as the "Farming Game, 1885-1887."

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OBJECTIVE 8

The student will list conditions which made life difficult for the farmers.

Concepts

Frontier, scarcity

Generalization

Scarcity of wood and water, weather conditions, and range wars made life difficult for the farmers.

CONTENT OUTLINE

3. Frontier hardships
    a. Water access
    b. Weather
    c. Transportation
    d. Range wars

ACTIVITIES

(ABC) Read assigned passage in the textbook, contribute to and record a class list of factors which made life difficult for the farmer of the 1870-1920's era.

OBJECTIVE 9

The student will name improvements in communications in the 19th century in America.

Concepts

Invention, "American ingenuity," nationhood

Generalization

The telegraph, telephone, and typewriter improved communications in America and contributed to nationhood and industrial and commercial growth.

CONTENT OUTLINE

II. Growth of American Business and Industry
  A. Improvements in communications and transportation
    1. Communication
      a. Telegraph
      b. Telephone
      c. Typewriter
      d. Mail delivery systems

ACTIVITIES

(A) Assist the teacher in planning and arranging for guests from the field of communications to make presentations on the origins and influences of their chosen media.

(B) Analyze telephone directories of cities in the area and make a table of communications and transportation businesses in the community. Develop a set of interview questions about the early history and development of the company. With the advisement of the teacher, select and call several on the telephone to clear, conduct and record responses to the questions.

(C) Interview and record responses of senior citizens who recall selected communication and transportation changes. Use some of the ideas to develop a socio-drama of a pertinent event related to the topic under study.

OBJECTIVE 10

The student will identify improvements in railroads and steamships in the latter half of the 19th century.

Concepts

Nationhood

Generalization

Railroads and steamships were improved in the latter half of the 19th century and contributed to nationhood and industrial and commercial growth.

CONTENT OUTLINE

2. Transportation
   a. Railroad
   b. Steamship
   c. Roads

ACTIVITIES

(A) Write and present orally a dramatized account of three improvements in railroads or steamboats in the latter half of the 19th century.

(B) Using poster paper, make a display of the transcontinental railroads built after the Civil War or changes in the type of cars built or three changes made in railroads.

(C) Locate a pertinent biography or narrative of some socially important event in the history of rail or shipping industries in your state or region. Ask teachers in your school for suggestions of persons with special interest or expertise in these areas. With the advice of your instructor, contact one such person and record your findings in a form recommended by the teacher.

***OBJECTIVE 11**

The student will relate accounts of how John D. Rockefeller, Andrew Carnegie, and Cornelius Vanderbilt were able to amass fortunes in the oil, steel, and railroad industries.

Concepts

Commerce, business, industry

Generalization

Some American businessmen were able to amass fortunes during rapid industrialization.

- -

CONTENT OUTLINE

B. Growth of commerce and industry
  1. Railroads
    a. Cornelius Vanderbilt
    b. James J. Hill
  2. Oil
    John D. Rockefeller
  3. Steel
    Andrew Carnegie
  4. Finance
    J. P. Morgan
C. Republication presidents
  1. Rutherford B. Hayes (1877-81)
  2. James A. Garfield (1881)
  3. Chester A. Arthur (1881-85)

ACTIVITIES

(A) Read references that tell dramatically of the Rockefeller, Carnegie, and Vanderbilt fortunes in oil, steel, and railroads.

(B) View a film or read materials that graphically depict the financial successes of Rockefeller, Carnegie and Vanderbilt.

(C) Allocate among members of a small group readings from authorities who interpret the amassment of fortunes by the oil, steel and railroad magnates in different lights such as "robber barons" or "industrial giants." Include descriptions of factual accounts and scholarly interpretations of the individual studied.

(Special Interest) Compare and/or contrast the "robber barons" to the wealthy of today, i.e., Hughes, Hunt, Kennedy, as to methods used in acquiring their wealth, etc.

*OBJECTIVE 12

The student will identify the advantages and disadvantages of individual proprietorships, partnerships, and corporations.

Concepts

Business, corporation

Generalization

Corporations offer advantages over individual proprietorships or partnerships.

- -

CONTENT OUTLINE

D. Formation of corporations and business combinations
  1. Types
    a. Sole proprietorship
    b. Partnership
    c. Corporation
  2. Advantages and disadvantages

ACTIVITIES

(A) Identify advantages and disadvantages of individual proprietorships, partnerships, and corporations.

(B) Describe the characteristics of individual proprietorships, partnerships, and corporations. Identify local examples of each.

(C) Consult with the instructor to select persons to contact by telephone to ask about their experiences of advantages or disadvantages in the form of their business. Compare the advantages and the disadvantages of individual proprietorships, partnerships, and corporations as described in standard works and as described by a professional in a position to know about these forms such as a CPA, civil court judge, lawyer.

OBJECTIVE 13

The student will define two types of business combinations and functions each type is designed to serve.

Concepts

Corporation, cartel, trusts

Generalization

Corporations organized business combinations.

CONTENT OUTLINE

3. Corporate combinations
    a. Cartel
    b. Trust
    c. Pool
    d. Holding company
    e. Interlocking directorate

ACTIVITIES

(A) Detail ways trusts and pools were used to eliminate competition. Use appropriate sources of information suggested by the teacher and/or librarian.

(B) Use a specialized dictionary or textbook glossary to define trusts and pools. Seek examples of how these combinations work. Share these with others in the class.

(C) Define pool, trust, holding companies and interlocking directorate and explain how these combinations have been used to eliminate or curtail competition.

(Continued on next page)

(Special Interest) Divide into uneven groups of 3, 4, 5, or 6 people each. Have each group choose a name and symbol for its corporation. Determine corporate wealth so that males with last names beginning with letters A-M represent $100,000 each, females with last names beginning with letters A-M represent $200,000 each, females with last names beginning with letters N-Z represent $300,000 each, and males with last names beginning with letters N-Z represent $400,000 each. Post the name, the symbol, and total assets of the group on a sign. Attempt to negotiate with other groups to make a deal establishing a pool with maximum assets. (Usually 5-10 minutes is allowed for negotiations.) Do the same with trusts. Teacher demonstration: Using the same groups, show how holding companies and interlocking directorates are formed.

*OBJECTIVE 14

The student will indicate ways in which the Sherman Anti-Trust Act, the Clayton Anti-Trust Act, and the actions of progressive presidents helped to equalize opportunity in economic affairs.

Concepts

Anti-trust, monopoly, competition

Generalization

The Sherman Anti-Trust Act, the Clayton Anti-Trust Act, and actions of progressive presidents to provide necessary conditions of a free enterprise system of government were taken to deter monopoly formation and assume competition in business and commerce.

- -

CONTENT OUTLINE

E. Progressive era curbs
  1. Regulation of the power of big business
    a. Sherman Anti-Trust Act
    b. Clayton Anti-Trust Act (1914)

ACTIVITIES

(AC) Using directed reading and teacher explanation, write two paragraphs explaining how Anti-trust Acts and Progressive actions helped to equalize opportunity in economic affairs.

(B) With teacher assistance, list one way in which each of the following helped to equalize opportunity in economic affairs: the Sherman Anti-Trust Act, the Clayton Anti-Trust Act, and the actions of Progressive presidents.

*OBJECTIVE 15

The student will describe conditions of laborers in industrial America.

Concepts

Labor movement, Progressivism

Generalization

Compared to labor conditions today, laborers in early industrial America worked longer hours for lower wages, in less safe and sanitary conditions, and without as many benefits.

CONTENT OUTLINE

III. Development of Labor Movement
  A. Labor conditions in industrial America
    1. Unsafe conditions
    2. Lack of sanitation
    3. Long hours
    4. Lack of welfare provisions
    5. Low wages
    6. Few options

ACTIVITIES

(A) Write a paragraph describing specific conditions under which a laborer worked in industrial America.

(B) Using a textbook, list four specific conditions under which laborers worked in industrial America.

(C) Write paragraphs describing specific conditions under which laborers worked in industrial America and compare with other times and/or places (such as migrant workers in the 1950's).

(Special Interest) In groups of 3 to 5 members use 20 minutes to study management's side of early labor disputes and the tools used to fight unions. Other students participate in groups assigned a major problem such as: unsafe and unsanitary conditions, long

(Continued on next page)

hours and low wages, total lack of compensation and basic benefits. Each groups should write a socio-drama for role playing a problem and the protest, negotiation or demands of labor. Make posters dramatizing the problem and demands. As each topic is presented from labor's viewpoint the students representing management will respond. Teacher-led summary and interpretations should follow to develop and clarify the issues and historic consequences.

OBJECTIVE 16

The student will compare the organization and demands of the Knights of Labor with the American Federation of Labor.

Concepts

Labor unions

Generalization

Knights of Labor and American Federation of Labor were two national labor organizations which demanded the right to organize, bargain collectively, and to strike.

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CONTENT OUTLINE

B. Formation of labor unions
    1. Knights of Labor
    2. American Federation of Labor
    3. Congress of Industrial Organizations

ACTIVITIES

(ABC) Using a textbook or some other standard reference and an incomplete chart, fill in the blanks to indicate the name of organizations, the nature of each, membership, leadership, and demands.

*OBJECTIVE 17

The student will be able to recall one example of how the laborers were aided by government enactments of the progressive era.

Concepts

Reform, regulation

Generalization

The Clayton Anti-Trust Act, Employers' Liability Act of 1908, and the creation of the Children's Bureau of the Department of Labor aided the laborers.

- -

CONTENT OUTLINE	ACTIVITIES
C. Progressive reform aids the laborer 1. Employers' Liability Act (1908) 2. Children's Bureau	(ABC) Read about enactments of the progressive era pertaining to labor and assess the outcomes for workers through class discussion. The consequences should be summarized in written reports.

OBJECTIVE 18

The student will explain how the actions of big business and the government contributed to problems of farmers in the United States.

Concepts

Supply and demand, competition, tariffs

Generalization

The farmers blamed big business and the government for high prices of manufactured goods, declining farm prices, high costs of transportation, high interest rates, and high costs of storage.

CONTENT OUTLINE

IV. Organization of the Farmers
  A. Farmers' problems in industrial America
    1. Problems
      a. High prices of manufactured goods
      b. Declining farm prices
      c. High transportation costs
      d. High interest rates
      e. High storage costs
    2. Causes
      a. Government policies and practices
      b. Business profits and practices

ACTIVITIES

(A) Using a textbook and teacher explanation, give examples to show that high prices of manufactured goods, declining farm prices, and high interest rates were caused by big business and government.

(B) Using a textbook and teacher explanation, give examples of high prices of manufactured goods, declining farm prices, and high interest rates.

(C) Using a textbook and teacher explanation, give examples to show ways high prices of manufactured goods, declining farm prices, high costs of transportation, high interest rates, and high costs of storage were caused by big business and government.

OBJECTIVE 19

The student will compare the Farmers Alliance with the Grange.

Concepts

Pressure groups, cooperatives

Generalization

The Farmers Alliance and the Grange were two attempts by the farmers to increase their influence on government through organization.

CONTENT OUTLINE

B. Emergence of farmer influence on government
    1. Farmers Alliance
    2. Grange
    3. Social, political and economic endeavors

ACTIVITIES

(A) Locate cites of high memberships of selected farm organizations and discuss their state and national influences on legislation.

(B) Using a standard reference write an essay showing how the Grange and Farmers Alliance were interrelated.

(C) Trace selected farm organizations and developments through United States history. Request the assistance of your county agent and home demonstration agent or an agriculture teacher or professor in your area.

(Special Interest) Develop a time line and accompanying descriptions of agricultural legislation. Add graphics for class display.

OBJECTIVE 20

The student will define "cheap money policy."

Concepts

Monetary policy, fiscal policy

Generalization

Farmer's organizations urged the government to maintain a cheap money policy and protect the farmers from big businesses.

- -

CONTENT OUTLINE

4. Farmers' monetary policy
    a. Banking
    b. Monetary policy
    c. Taxation

ACTIVITIES

(AB) Take notes from a teacher explanation and define "cheap money policy."

(C) Define "cheap money policy" and write a description of ways this has been advocated historically. Interview persons in banks or related businesses about contemporary views of various groups regarding "cheap" or "dear" monetary policies. Identify and interview persons with contrasting views. Present for other class members the current issues.

(Special Interest) Study the elections of 1896 and 1900 placing emphasis on the gold and silver issue and William Jennings Bryan's "Cross of Gold" speech.

*OBJECTIVE 21

The student will relate ways the government has protected the farmers from abuses of big business.

Concepts

Regulation

Generalization

One of the functions of government is protection of indivduals and groups from abusive practices.

- -

CONTENT OUTLINE	ACTIVITIES
5. Government legislation	(AB) Using a textbook and teacher explanation, write a paragraph explaining how the government could protect the farmers from big businesses.
	(C) Using a textbook and information from studies of problems of the farmer, write a paragraph to explain how the federal government could protect the farmers from abuses by manufacturers, railroads, banks, grain elevator operators, and other farmers.

OBJECTIVE 22

The student will list demands of the Populist Party which have been enacted into law.

Concepts

Populism

Generalization

Farmers join with miners and laborers to organize the Populist Party.

CONTENT OUTLINE

C. The Populist Party
  1. Political influence
  2. Social influence
  3. Economic influences

ACTIVITIES

(A) Using a textbook, list five demands of the Populist Party and explain how these demands have been met.

(B) Using a textbook explain in two sentences how the 16th and 17th Amendments aided the farmers, laborers, and miners.

(C) Using a textbook or other standard references, list the planks in the Populist Party platform and explain the action taken by the federal government to satisfy these demands. Use a library index to identify prominent politicans in various periods of the 20th century identified as Populists. Select at least one and tell the characteristics used to justify classifying him or her as a Populist.

(Special Interest) Contact a political science teacher or professor to discuss persons identifed as Populists in more recent times. Share with others the ideas developed.

OBJECTIVE 23

The student will match descriptions of efforts to aid the farmers with its corresponding legislation.

Concepts

Farm legislation

Generalization

The Smith-Lever Act of 1914, Smith-Hughes Act of 1917, and the Federal Farm Loan Act of 1916 were limited efforts to aid the farmers.

CONTENT OUTLINE

D. Progressive reform aids the farmer
   1. Smith-Lever Act (1914)
   2. Federal Farm Loan Act (1916)
   3. Smith-Hughes Act (1917)

ACTIVITIES

(ABC) Using a standard reference, summarize the provisions of the Smith-Lever Act of 1914, Smith-Hughes Act of 1917, and the Federal Farm Loan Act of 1916.

*OBJECTIVE 24

The student will identify the characteristics of the "New South."

Concepts

"New South"

Generalization

After the War Between the States a "New South" emerged.

CONTENT OUTLINE

V. The "New South"
   A. Political
      1. Solid south
      2. Many parties
   B. Social
      1. Race relations
      2. Public education
      3. Urban growth
   C. Economic
      1. Agricultural diversity
      2. Primary industries
         a. Gas and oil
         b. Timber
         c. Fish and wildlife

ACTIVITIES

(A) Complete a chart of the New South to include agricultural, industrial, and educational development.

(B) View a filmstrip on the New South and describe the New South. Prepare to identify items that characterize the New South.

(C) Make a chart of features of the Old South and the New South. Where appropriate, use bar graphs and other visual means to illustrate the differences.

*OBJECTIVE 25

The student will recognize principal goals and accomplishments of the progressive movement.

Concepts

Social and political reform.

Generalization

The Progressive Movement helped to bring about changes in the lifestyle of Americans.

CONTENT OUTLINE

VI. The Progressive Movement
- A. Political leaders
    - 1. Theodore Roosevelt
    - 2. Robert LaFollette
    - 3. Charles Evans Hughes
    - 4. Woodrow Wilson
- B. Muckrakers
    - 1. Frank Norris
    - 2. Upton Sinclair
    - 3. Lincoln Steffens
    - 4. Ida Tarbell
    - 5. Jacob Riis
    - 6. Jack London
- C. Reform legislation
    - 1. Austrailian ballot
    - 2. Direct primary
    - 3. Initiative, referendum and recall
    - 4. 17th and 19th Amendments
    - 5. Municipal reform

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ACTIVITIES

(A) Students will report on Theodore Roosevelt, each representing a different part of Roosevelt's life: the man, the soldier, the politician, the author and the hunter.

(B) Draw cartoons illustrating the basic goals of the progressives.

(C) Make posters, accompanied by research, based on the Muckrakers and their literature of exposure.

(Special Interest) Read excepts from Upton Sinclair's book The Jungle, and and How the Other Half Lives by Jacob Riis.

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VOCABULARY

acquisition
administration
advocate
aggression
allotment
amendment
amnesty
anarchy
annexation
arbitration
assassination
Australian ballot
automation
bipartisan
bloc
bonus
business cycle
capital
cession

circulation
civil rights
civil service
classified positions
closed shop
coalition
collective bargaining
competitor
compromise
conservation
conspiracy
creditors
currency
debtors
devaluation
dictatorship
diplomatic
diplomacy
direct primary

discrimination
diversification
dividend
doctrine
draft
economic
emancipation
employee
employer
execution
exploit
faction
featherbedding
frontier
fugitive
government bonds
homestead
immigrants
individual proprietorship

industrial union

industrialization

initiative

injunction

interstate commerce

intervention

intrastate commerce

leaseholds

liability

mediate

merger

morality

Muckraker

nominee

open shop

pacify

payroll tax

pensions

picket

politician

popular sovereignty

predecessor

price supports

progressive

Prohibition

quota

racism

radical

ratification

ratify

rationing

reactionary

rebates

recall

recession

Reconstruction

referendum

reform

repeal

reprieve

reservation

revenue

right of deposit

rural

secede

section

sedition

sharecropper

sitdown strike

skilled worker

socialist

sovereign

speculator

spoils system

stock

strike

strikebreaker

subsidy

suffrage

technological unemployment

technology

tenant farmer

tenure

toll road

totalitarian

township

trade union

treason

trust

two-party system

unconstitutional

unification

unilateral

union shop

unskilled worker

urban

utopia

veto

vigilantes

violate

writ of habeas corpus

AMERICAN HISTORY

Section IV. Conflict and International Power

Overview

Students are to come to understand the multiple chains of events that erupted into the world's first global war. They are to gain insight into conflicts and compromises, alliances and arrays of interests that were involved and to seek out missed opportunities to deflect violence and pursue alternatives to war. Empathetic experience opportunities are a part of the activity design and are intended to aid development of this necessary component of historical study.

The design of this section of the course allows opportunities for "postholing" or selected in-depth study of aspects of the era which has special interest for a particular local school system, for individual teacher and/or individual students. Students and teachers are to be encouraged to seek out and use primary resources of various kinds. Persons, pictures, letters, magazines and so on for the early 1900's are still commonly accessible and frequently evoke effective responses worthy of cultivation.

CONTENT OUTL

Section Four: Conflict and Internat

Unit I. Increasing World Awareness

- A. Pacific Ocean interests
    - 1. Trade possibilities
    - 2. Missionary possibilities
    - 3. Commodore Matthew C. Perry (1853)
    - 4. Hawaiian Islands (1898)
    - 5. Samoa (1899)
- B. The Spanish-American War
    - 1. Spanish Empire
        - a. Caribbean
        - b. Central America
        - c. South America
        - d. Pacific
    - 2. "Yellow Journalism"
    - 3. The de Lome letter
    - 4. Sinking of the *Maine*
    - 5. War
        - a. Philippines
            - (1) Admiral George Dewey
            - (2) Manila
        - b. Caribbean
            - (1) San Juan, Puerto Rico
            - (2) Rough Riders
    - 6. Consequences of the War
        - a. Territorial acquisitions
            - (1) Philippine Islands
            - (2) Puerto Rico
            - (3) Guam
        - b. International recognition
        - c. Foreign policy shifts
    - 7. Latin American relations

- C. American-Chinese relations 1890-1901
  - 1. Sino-Japanese War
  - 2. Japanese post-war claims
    - a. Formosa
    - b. Shantung Peninsula
    - c. Korea
  - 3. The Open Door Policy (1899)
  - 4. Boxer Rebellion (1900)
- D. American-Japanese relations 1853-1905
  - 1. Reasons for United States interest
  - 2. "Most favored nation" clause
  - 3. Extraterritoriality

Unit II. World War I and Its Aftermath

- A. Early 20th century Europe
  - 1. Changing political boundaries
  - 2. Changing international policies
    - a. Nationalism
    - b. Imperialism
    - c. Militarism
    - d. Internationalism
    - e. Secret alliances
- B. United States involvement in World War I
  - 1. Neutrality violations
    - a. Lusitania (1915)
    - b. Sabotage
  - 2. Commercial ties
  - 3. Zimmerman note (1918)
- C. World War I
  - 1. Complexities as war administration
    - a. Presidential powers
    - b. Military readiness
    - c. Production
    - d. Propaganda
    - e. Administrative agencies
    - f. Finance

2. American expeditionary force
   a. John J. Pershing
   b. Allies of the United States
   c. Opponents of the United States
   d. Battles
      (1) Chateau-Thierry
      (2) Belleau Wood
      (3) St. Mihiel
      (4) Argonne Forest
   e. Armistice (November 11, 1918)

D. Aftermath of World War I
1. Wilson's Fourteen Points
2. Paris Peace Conference
   a. The Big Four
      (1) David Lloyd George
      (2) Georges Clemenceau
      (3) Vittorio Orlando
      (4) Woodrow Wilson
3. Shifting relationships
   a. Britain
   b. Italy
   c. Germany
   d. Russia
      (1) Brest-Litovsk Treaty
      (2) Tsar Nicholas
      (3) Bolsheviks
      (4) Mensheviks
4. Treaty of Versailles
   a. Participants
   b. Provisions
5. League of Nations
   a. Proposal
   b. Concert of Europe
   c. Structure of the League of Nations
   d. United States rejection of membership

*OBJECTIVE 1

The student will list reasons for growing American interest in the Pacific Ocean.

Concepts

Imperialism, expansionism

Generalization

During the late 19th and early 20th centuries the United States sought expansions of possessions and special trading rights.

CONTENT OUTLINE

I. Increasing World Awareness
  A. Pacific Ocean interests
    1. Trade possibilities
    2. Missionary possibilities
    3. Commodore Matthew C. Perry (1853)

ACTIVITIES

(ABC) Use a textbook and other standard reference to list reasons for growing American interest in the Pacific Ocean after the Civil War.

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A - On Level, B - Below Level, C - Above Level

OBJECTIVE 2

The student will describe the events leading to the acquisition of Samoa and Hawaii.

Concepts

Imperialism, expansionism

Generalization

During the late 19th century United States interests in the Pacific led to acquisitions of Samoa and Hawaii.

CONTENT OUTLINE

4. Hawaiian Islands (1898)
5. Samoa (1899)

ACTIVITIES

(A) Using a textbook and library sources complete a chronological chart of the events leading to the acquisition of Samoa and Hawaii.

(B) Prepare to tell the stories of the acquisitions of Samoa and Hawaii and to locate these islands on a map.

(C) Prepare a documented report on imperialism as it has related to the United States.

OBJECTIVE 3

The student will discuss events leading up to the Spanish-American War.

Concepts

Public opinion, imperialism

Generalization

A series of incidents and sensationalist publications evoked demands for action against the Spanish in the Caribbean and Pacific.

CONTENT OUTLINE

B. The Spanish-American War
    1. Spanish Empire
        a. Caribbean
        b. Central America
        c. South America
        d. Pacific
    2. "Yellow journalism"
    3. The deLome letter
    4. Sinking of the Maine

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ACTIVITIES

(A) Draw a political cartoon to depict the idea that yellow journalism, the sinking of the Maine, and the deLome letter caused Americans to want a war with Spain.

(B) Develop a time line and map and use these to tell the story of events leading up to the Spanish-American War.

(C) Use standard references to prepare a class presentation on the Presidency of William McKinley and the expansionist ideology of the era.

(Special Interest) Conduct a study of the military and naval strategy implemented by the United States during the Spanish-American War.

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OBJECTIVE 4

The student will describe military actions at Manila and San Juan Hill during the Spanish-American War.

Concepts

Nationalism, imperialism, expansionism

Generalization

American military was involved in action in the Pacific and the Caribbean.

CONTENT OUTLINE

5. War
    a. Philippines
        (1) Admiral George Dewey
        (2) Manila
    b. Caribbean
        (1) San Juan Hill
        (2) Rough Riders
        (3) Puerto Rico

ACTIVITIES

(A) Using maps of the Philippines and Cuba, show locations and describe the military action at Manila and San Juan Hill.

(B) Locate the Philippines and Caribbean Islands on maps and tell about the Rough Riders of San Juan Hill and about the Battle of Manila. Talk with persons who have visited these places, request postcards from a travel office or locate pictures in a National Geographic magazine.

(C) Consult references relating to island possessions of the United States. Use maps, photographs, cartoons and time lines to recount the events and import of these acquisitions.

*OBJECTIVE 5

The student will locate and identify territories acquired by the United States as a result of the Spanish-American War.

Concepts

Imperialism, expansionism

Generalization

The Spanish-American War extended the island possessions of the United States and represented important shifts in international relations.

- -

CONTENT OUTLINE

6. Consequences of the war
    a. Territorial acquisitions
        (1) Philippine Islands
        (2) Puerto Rico
        (3) Guam
    b. International recognition
    c. Foreign policy shifts
7. Latin American relations

ACTIVITIES

(AB) Using a textbook and an outline map, locate and name the territories acquired by the United States as an outcome of the Spanish-American War and tell how each area came to be included.

(C) Investigate and report on the United States as a colonialist nation.

(Special Interest) Plan, conduct and report a study of U.S.-Latin American relations.

(Special Interest) Analyze the Panama policy under Theodore Roosevelt, including the recognition of Panama, the negotiations to build, etc. Then discuss the Carter negotiations and compare the two.

OBJECTIVE 6

The student will explain the consequences of the Sino-Japanese War to China.

Concepts

International relations

Generalization

China was weak following the Sino-Japanese War.

CONTENT OUTLINE

C. American-Chinese relations 1890-1901
  1. Sino-Japanese War
  2. Japanese post-war claims
    a. Formosa
    b. Shantung Peninsula
    c. Korea

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ACTIVITIES

(A) Using a textbook and library resources, use symbols and names to show on a dittoed map the locations of Chinese territory, leaseholds, and spheres of influence which were claimed by Japanese after the Sino-Japanese War.

(B) Locate on a map or globe the areas involved in the Sino-Japanese War and recount the story of the war and its results for Americans.

(C) Investigate and participate in a news-type program recounting events of the Sino-Japanese War. Interested persons should act as commentators discussiong the import for the people of the era of study and ours.

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*OBJECTIVE 7

The student will describe the Open Door Policy.

Concepts

Internationalism

Generalization

The Open Door Policy was an expression of concern for American trade.

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CONTENT OUTLINE	ACTIVITIES
3. The Open Door Policy (1899)	(ABC) Using a textbook and teacher assistance, write sentences to explain the Open Door Policy and how it protected American trade with China.

OBJECTIVE 8

The student will identify the Boxers and one reason for the Boxer Rebellion.

Concepts

Internationalism and isolationism

Generalization

The Boxer Rebellion was Chinese opposition to foreign influence.

CONTENT OUTLINE

4. Boxer Rebellion (1900)

ACTIVITIES

(A) Using teacher assistance and library research, enact the roles of hostages during the Boxer Rebellion. Include provisions for security, food, water, and so on.

(B) Review the chapter on the "Boxer Rebellion" in The Good Years or some other reference suggested by the teacher. Make a list of five facts that are of special interest.

(C) Summarize the article and captions in Life Educational Reprints #11. If this reference is not available, use another source such as an encyclopedia or a textbook with some detail in the treatment of the Boxer Rebellion. Share the descriptions in class discussions.

OBJECTIVE 9

The student will identify the general nature and reasons for the new diplomatic and commercial relations with Japan in the early 20th century.

Concepts

Internationalism

Generalization

The United States initiated diplomatic and commercial relations with Japan.

CONTENT OUTLINE

D. American-Japanese relations 1853-1905
  1. Reasons for United States interest
  2. "Most favored nation" clause
  3. Extraterritoriality

ACTIVITIES

(A) Using a textbook, library resources, and notes from classroom presentations, complete an outline of American-Japanese relations from 1853 to 1905.

(B) Take notes on class presentations and readings about late 19th and early 20th century relations with Japan. Use these to develop a list of reasons for United States interest in Japan.

(C) Develop a time line and documented narrative on United States interests in Japan over the years.

OBJECTIVE 10

The student will label on an outline map the nations comprising Europe at the outset of World War I.

Concepts

Geo-politics

Generalization

Political boundaries of nations are changed more readily than affective cultural and geographic bases of nationalism.

- -

CONTENT OUTLINE

II. World War I and Its Aftermath
  A. Early 20th century Europe
    1. Changing political boundaries

ACTIVITIES

(A) Using a textbook and historical atlas, use symbols and shading on an outline map to indicate developing alliances and enmities among European nations before World War I.

(B) Using a textbook, encyclopedia and maps, write paragraphs describing nationalism, imperialism, militarism, and secret alliances in the years immediately prior to World War I.

Using a transparency map and a dittoed map, contribute to the completion of the transparency map with the same data used in Activities A and C.

(C) Use symbols and shading to indicate on ditto maps of Europe during the period before World War I evidences of nationalism, imperialism, and secret alliances. Write a documented account of the nature and importance of the events and circumstances mapped.

*OBJECTIVE 11

The student will define nationalism, imperialism, militarism, and secret alliances.

Concepts

Nationalism, imperialism, internationalism

Generalization

Nationalism, imperialism, militarism, and secret alliances polarized the world powers prior to World War I.

CONTENT OUTLINE

2. Changing international policies
    a. Nationalism
    b. Imperialism
    c. Militarism
    d. Internationalism
    e. Secret alliances

ACTIVITIES

(A) Consult several references and document definitions of nationalism, imperialism, militarism, and secret alliances. Prepare to illustrate each.

(B) Write a textbook definition on cards and practice matching with the terms: nationalism, imperialism, militarism, and secret alliances.

(C) Make cards with descriptions of historic events referred to by the terms under study. Share these with other class members for practice activities matching terms, definitions and examples.

(Special Interest) Prepare for a class presentation a set of transparencies and narratives to show early 20th century European developments relating to the terms studied.

(Special Interest) Research the assassination of the Archduke Franz Ferdinand to compare and/or contrast differences in information found in primary source materials.

*OBJECTIVE 12

The student will name violations of American rights of neutrality prior to the entry of the United States into World War I.

Concepts

Neutrality

Generalization

America attempted to remain neutral at the outset of World War I in spite of repeated violations.

CONTENT OUTLINE

B. United States involvement in World War I
  1. Neutrality violations
    a. *Lusitania* (1915)
    b. Sabotage
  2. Commercial ties
  3. Zimmerman note (1918)

ACTIVITIES

(A) Using a prepared chart and a textbook, the student will develop a time line and accompanying narrative of events leading to involvement in World War I.

(B) Using a prepared chart, a textbook and teacher assistance, tell the story of events and conditions leading to United States participation in World War I.

(C) Write a documented report on conditions leading to United States entry into World War I. Compare the treatment of this topic by at least two historians.

*OBJECTIVE 13

The student will describe how the United States provided the men, money, materials, transportation, and public support to fight World War I.

Concepts

Mobilization

Generalization

America's participation in World War I involved mobilization at the home front and military engagements in France.

- -

CONTENT OUTLINE

C. World War I
    1. Complexities of war administration
        a. Presidential powers
        b. Military readiness
        c. Production
        d. Propaganda
        e. Administrative agencies
        f. Finance

ACTIVITIES

(ABC) Using a textbook as reference, write before each statement in Group B the correct number from Group A to show the work of each of the agencies active in prosecution of World War I. (See chart on the following page.)

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WORLD WAR I MOBILIZATION

GROUP A

1. Food Administration
2. Fuel Administration
3. Railroad Administration
4. Shipping Board
5. War Industries Board
6. War Trade Board
7. Draft Act
8. A. E. F.
9. Liberty Loans
10. Committee on Public Information

GROUP B

_______a. Managed ocean shipping and directed the building of new ships.

_______b. Sale of war bonds to finance the war.

_______c. Controlled export trade of the United States.

_______d. Worked to prevent waste of coal.

_______e. Secured men for the fighting forces.

_______f. Mobilized public opinion to support the United States war effort.

_______g. Directed the railroads to increase efficiency.

_______h. Looked after the buying of materials and the manufacture of war commodities.

_______i. Sought to increase the production and conservation of food.

_______j. Fought in France under the direction of John J. Pershing.

*OBJECTIVE 14

The student will list major military engagements in which Americans fought as a separate unit in World War I.

Concepts

War

Generalization

Entry of the United States helped reverse the balance and lead to military victory of the Allies.

CONTENT OUTLINE

2. American Expeditionary Force
    a. John J. Pershing
    b. Allies of the United States
    c. Opponents of the United States
    d. Battles
        (1) Chateau-Thierry
        (2) Belleau Wood
        (3) St. Mihiel
        (4) Argonne Forest
    e. Armistice (November 11, 1918)

ACTIVITIES

(A) List two major military engagements in which Americans fought as a separate unit in World War I and locate the cities of these battles on a map.

(B) Tell a one or two minute "war story" based upon studies of America's participation in World War I.

(C) Write a brief documented and illustrated report of any aspect of America's military participation in World War I.

OBJECTIVE 15

The student will summarize three general objectives of the Fourteen Points.

Concepts

Armistice, peace, reconstruction

Generalization

Woodrow Wilson's plan for peace included the creation of a League of Nations.

- -

CONTENT OUTLINE

D. Aftermath of World War I
    1. Wilson's Fourteen Points
    2. Paris Peace Conference
        a. The Big Four
            (1) David Lloyd George - Great Britain
            (2) Georges Clemenceau - France
            (3) Vittorio Orlando - Italy
            (4) Woodrow Wilson - United States

ACTIVITIES

(A) Using a textbook and a prepared chart, formulate three general statements on Wilson's Fourteen Points.

(B) Using a textbook, describe the context and Wilson's fourteenth point.

(C) Using a textbook and the attached paragraphs on the Fourteen Points Program, check each sentence that states a point in the program for peace.

WILSON'S FOURTEEN POINTS

The first five points were aimed at improving relations among nations. Point number one said that nations must deal openly with each other and not make secret "deals." Nations should also enjoy freedom of the seas, trade with each other, and build fewer weapons.

The next eight points dealt with giving Europeans freedom. Many small countries in eastern and southern Europe had been conquered by their more powerful neighbors. Now those people were given the right to decide how and by whom they wished to be governed. This right of the people to choose their own government was called "self-determination."

The fourteenth and final point was the one closest to President Wilson's heart. To prevent future wars, he proposed an organization called the League of Nations. Members of the League were to discuss their problems and differences, not go to war over them. "Great and small states alike" were to show respect for each other.

The Fourteen Points were announced early in 1918. Wilson hoped that all the European nations would agree to them when peace talks began. Late in 1918 the Germans asked for a cease-fire and a peace based on the Fourteen Points.

- -

( ) 1. All nations had the right to enjoy freedom of trade.

( ) 2. Germany should give up all territory seized during the war.

( ) 3. Governments should make no security agreements that would lead to war.

( ) 4. Germany should be broken up into smaller countries.

( ) 5. Nations should reduce their war forces.

( ) 6. The high seas should be open to all nations in peace and war.

( ) 7. Each power should be ready to go to war to preserve peace.

( ) 8. Small European nations should not be controlled by greater ones.

( ) 9. All possessions in Africa and Asia should be given their independence.

( ) 10. A League of Nations should be established to preserve peace.

OBJECTIVE 16

The student will describe the historical impact of the Brest-Litovsk Treaty.

Concepts

Continuity, change

Generalization

International patterns of relationships show both continuities and change.

CONTENT OUTLINE

3. Shifting relationships
    a. Britain
    b. Italy
    c. Germany
    d. Russia
        (1) Brest-Litovsk Treaty
        (2) Tsar Nicholas
        (3) Bolsheviks
        (4) Mensheviks

ACTIVITIES

(A) The student will write a brief summary on each of the following:

1. Brest-Litovsk Treaty
2. Bolsheviks
3. Mensheviks
4. Tsar
5. Karl Marx
6. Wilson's Fourteen Points

(B) Identify pertinent information about each of the items listed above.

(C) Write a summary on each of the items listed under Activity A. Explain why the Brest-Litovsk Treaty was a great concern and what effects this early Russian policy would have on subsequent American foreign policy.

OBJECTIVE 17

The student will name and locate European countries which were formed by the Treaty of Versailles.

Concepts

Reconstruction

Generalization

The Treaty of Versailles changed the map of Europe and embodied punitive measures.

CONTENT OUTLINE

4. Treaty of Versailles
    a. Participants
    b. Provisions

ACTIVITIES

(AB) Using an outline map of Europe, locate and spell correctly the following countries: Estonia, Latvia, Lithuania, Poland, Czechoslovakia, and Yugoslavia.

(C) Using an outline map of Europe, show the main territorial changes made by the Treaty of Versailles by locating each of the following: Alsace-Lorraine, Polish Corridor, Danzig, East Prussia (Germany), Estonia, Latvia, Lithuania, Poland, Yugoslavia, Finland, Austria, Hungary, and Czechoslovakia.

(Special Interest) List and discuss the provisions of the Treaty of Versailles to understand Germany's reactions during the late 1920s and early 1930s.

(Special Interest) Conduct a simulation game such as "World War Game, 1914" for student participation.

*OBJECTIVE 18

The student will define "world organization" and explain why membership in the League of Nations was rejected by the United States.

Concepts

World organizations

Generalization

The idea of world organizations to stabilize peace and serve common interests of participants has taken varied forms.

CONTENT OUTLINE

5. League of Nations
    a. Proposal
    b. Concert of Europe

ACTIVITIES

(A) Develop a chart comparing, point by point, the Concert of Europe and the League of Nations. Identify areas not in harmony with American public opinion of the time.

(B) List the major components of the League of Nations. Identify those not in harmony with American public opinion of the time.

(C) Develop a chart comparing, point by point, the Concert of Europe and the League of Nations. Report on the major reasons the United States rejected the League and how it might have been changed, if at all, in order to be accepted.

(ABC) Participate in a simulation such as "Open End Dramas II."

OBJECTIVE 19

The student will describe the agencies of the League of Nations which are also agencies of the United Nations.

Concepts

International organizations

Generalization

The organization of the League of Nations established the framework for the United Nations.

CONTENT OUTLINE

c. Structure of the League of Nations

ACTIVITIES

(A) Using a text, chart three agencies of the League of Nations which are also agencies of the United Nations and describe the functions of each.

(B) View films or filmstrips on the League of Nations and the United Nations. Make a chart listing the central agencies and the functions of each

(C) Participate in readings and class discussions focusing upon the organizational features or framework of the League of Nations and United Nations.

(Special Interest) Prepare a bulletin board or brochures on the structure and functioning of world organizations.

OBJECTIVE 20

The student will cite arguments for and against American membership in the League of Nations.

Concepts

Isolationism

Generalization

American senators expressed the viewpoints of their constituents by voting against the League of Nations.

- -

CONTENT OUTLINE

d. United States rejection of membership

ACTIVITIES

(A) Using a standard reference explain why the Americans did not want to join the League of Nations. Prepare a speech to persuade others to reject membership.

(B) List at least two reasons cited in the textbook for Americans' rejection of membership in the League of Nations.

(C) Study available references and engage in a mock debate using arguments of the era on the proposition: That the United States as a peace loving country should have entered the League of Nations.

VOCABULARY

expansionist
New Imperialism
frontier
duty
ultimatum
concessions
Rough Riders
cavalry
Filipinos
opponents
anti-imperialists
rivalry
diplomatic
extraterritoriality
indemnity
containment
contraband
acquisition
atrocities
armistice

militarism
most favored nation status
munitions
occidental
protectorate
protective tariff
reciprocal tariff
reparations
spheres of influence
territorial integrity
yellow journalism
blockade
negotiations
"dollar diplomacy"
intervention
dictatorship
revolution
mediation
confiscate
idealism

aggression
corollary
economic sanctions
isolationist
mobilization
moratorium
propaganda
sabotage
arbitration
Slavs
nationalism
balance-of-power
Central Powers
Allied Powers
contraband
convoy
neutral
mobilization
dissent
self-determination

AMERICAN HISTORY

Section V. Global Conflict and Change

Overview

Students are to understand that the 1920's have been characterized as the Roaring Twenties, the Age of Disillusionment, the Jazz Age, the Decade of Wonderful Nonsense, the Ballyho Years, the Golden Twenties and the Age of Innocence. They are to understand that it was also a period of marked discrepancies between classes, of political bosses and corruption in many cities, oppression of various "out groups," and frenzied speculation resulting in the stockmarket crash of 1929 and the subsequent depression.

The design of this section involves both internal and international studies. The actions Roosevelt termed an "epidemic of lawlessness" involved powers in the Pacific and in Europe. The series of conquests, occupation of lands belonging to others, violations of treaties and arguments escalated into global war on a massive scale. Students are expected to achieve meaning for many subsequent events through studies of this era. They are to be encouraged in affective development as injustices become recognized. Alternative actions in the interest of human well-being should be explored to enrich the intellectual range of factors considered in decision-making.

CONTENT OUTLINE

Section Five: Global Change and Conflict

Unit I. The Twenties
- A. Elections of the 1920's
  - 1. Democratic party
  - 2. Republican party
    - a. Warren G. Harding
    - b. Calvin Coolidge
    - c. Herbert Hoover
- B. Social and cultural changes
  - a. Demography
    - a. Urbanization
    - b. Immigration
    - c. Social and geographic mobility
    - d. Family relations
  - 2. Religion
  - 3. Arts and recreation
    - a. Literature
    - b. Music
    - c. Dance
    - d. Cinema
    - e. Sports
    - f. Travel
- C. Industrial development
  - 1. Power
  - 2. Technology
  - 3. Mass production
- D. Transportation and communication
  - 1. Radio
  - 2. Telephone
  - 3. Automobile
  - 4. Airplane
  - 5. Charles Lindbergh
  - 6. Admiral Richard E. Byrd
- E. Prosperity
  - 1. Business boom
  - 2. Wall Street
  - 3. Credit

- F. Reformism
  - 1. Suffragettes
    - a. Susan B. Anthony
    - b. Amelia Bloomer
    - c. Elizabeth C. Stanton
  - 2. Nineteenth Amendment
- G. Restraint and repression
  - 1. Prohibition
    - a. 18th Amendment and the Volstead Act
    - b. Social repercussions
      - (1) Bootleggers
      - (2) Speakeasy
      - (3) Crime
        - (a) Al Capone
        - (b) Bonnie and Clyde
  - 2. Repressive climate
    - a. Red Scare
    - b. Ku Klux Klan
    - c. Sacco-Vanzetti trial
- H. The Crash of 1929
  - 1. Causal factors
    - a. Overcapitalization
    - b. Over supply
    - c. Restricted markets
    - d. Unsound banking practices
    - e. Speculation
  - 2. Characteristics of depression
    - a. Prices dropped
    - b. Production dropped
    - c. Unemployment increased and persisted
    - d. Business and bank failures
    - e. Credit and savings depleted

Unit II. Franklin D. Roosevelt's New Deal

- A. Election of 1932
- B. New Deal features
  - 1. Production regulation
    - a. Agricultural Adjustment Acts (AAA)
    - b. National Recovery Act (NRA)

2. Consumption stimulation
    a. Psychological
        (1) Fireside chats
        (2) Confidence and optimism themes
        (3) Security measures
    b. Labor legislation
        (1) Minimum wages
        (2) Encouraged unemployment compensation
        (3) Rights of collective bargaining
        (4) National Labor Relations Board
3. Deficit budgeting
4. Public Works
    a. Public Works Administration (PWA)
    b. Works Progress Administration (WPA)
    c. Civilian Conservation Corps (CCC)
5. Banking and monetary reforms
    a. Federal Reserve Board strengthened
    b. Federal Deposit Insurance Corporation (FDIC)
    c. Easy money policy
6. Securities and Exchange Commission (SEC)
7. Tennessee Valley Authority (TVA)
8. Rural Electrification Association (REA)
9. Social Security Act (1935)
10. Roosevelt challenges the court

C. Voices of the New Deal Era
1. Brain trust and cabinet members
    a. Cordell Hull
    b. Henry Wallace
    c. Frances Perkins
    d. Bernard Baruch
2. Critics
    a. Gerald L. K. Smith
    b. Huey P. Long
    c. Charles Coughlin
    d. Francis Townsend
    e. Westbrook Pegler
3. Eleanor Roosevelt

Unit III. World War II

A. An "epidemic of world lawlessness" (FDR)

1. Japan
   a. Military takeover
   b. Manchuria invasion (1931)
   c. China invasions (1931, 1937)
   d. General Hikeki Tojo, Emperor Hirohito
2. Germany
   a. Nazi Party, Third Reich
   b. Re-armament
   c. Rhineland incursion (March 1936)
      Austrian incursion (March 1938)
   d. Czechoslovakia
      (1) Sudetenland (September 1938)
      (2) Munich Pact
      (3) Prague (March 1939)
   e. Alliances
      (1) Italy
      (2) Japan
      (3) Russia (August 1939)
   f. Poland invasion (September 1939)
      (1) "Blitzkreig"
      (2) France and Brtain declare war
   g. European conquests (Spring 1940)
      (1) Denmark
      (2) Norway
      (3) Netherlands
      (4) Belgium
      (5) Luxembourg
      (6) France
         (a) Fall of Paris, 1940
         (b) Maginot Line
         (c) Dunkirk
   h. Battle of Britain
   i. The Soviet Union involved (1941)
   j. Adolph Hitler (Der Fuehrer)
      Heinrich Himmler (Gestapo)
      Joseph Goebbels (Propaganda)
      Hermann Goering (Air Force)
      Erwin Rommel (Desert Fox)
3. Italy
   a. Fascism
   b. Ethopia invaded (1935)
   c. Alliances
   d. Benito Mussolini (Il Duce)

4. Spain
   - a. Civil War (1936-39)
   - b. Role of Germany and Italy
   - c. Francisco Franco
5. France
   - a. Fall of Paris
   - b. Eduard Daladier
     - Henri Petain
     - Charles DeGaulle
6. Britain
   - a. Dunkirk
   - b. Battle of Britain
   - c. Neville Chamberlain
     - Winston Churchill
     - Lord Mountbatten
     - Clement Attlee
7. Russia
   - a. Stalingrad
   - b. Joseph Stalin
8. China
   - a. Manchuria
   - b. Chiang Kai-shek
9. The United States
   - a. Neutrality Acts
   - b. Atlantic Charter
   - c. Lend Lease (March 1941)
   - d. Responses to Japanese militarism
   - e. Franklin D. Roosevelt
     - Harry Truman
     - Dwight D. Eisenhower
     - Douglas MacArthur
     - Chester Nimitz

B. Mobilization
1. Military
   - a. Draft
   - b. Training
     - (1) Maneuvers
     - (2) College programs

  - 2. Production
    - a. Munitions
    - b. Food
    - c. Supplies
    - d. Staffing: Fair Employment Practices Committee
  - 3. Financing: Bond drives
  - 4. Psychological mobilization
- C. United States entry into World War II
  - 1. Asian background
    - a. Open Door Policy
    - b. Japan
      - (1) Attacks on China
      - (2) French Indo-China (July 1941)
    - c. United States response
      - (1) Protest
      - (2) Embargo
      - (3) Freeze on Japanese assets
    - d. Pearl Harbor (December 7, 1941)
      - (1) United States declaration of war
      - (2) Axis declaration of war
  - 2. Japanese conquests
    - a. Shanghai
    - b. Guam
    - c. Wake Island
    - d. Hong Kong
    - e. Malay Peninsula
    - f. Singapore
    - g. Dutch East Indies
    - h. Philippines (May 1942)
  - 3. North African Campaign
    - a. General Erwin Rommel (Desert Fox)
    - b. General Bernard Montgomery
    - c. General Dwight D. Eisenhower
    - d. El Alamein (October 1942)
  - 4. East European Campaign
    - a. Stalingrad (1942)
    - b. Russian offensive
      - (1) Rumania
      - (2) Bulgaria
      - (3) Poland

5. West European Campaign
  a. Italy defeated
    (1) Anzio
    (2) Fall of Rome (June 1944)
  b. Normandy (D-Day)
    (1) The Low Countries
    (2) Battle of the Bulge (December 1944)
    (3) Berlin (May 2, 1945)
    (4) V-E Day (May 8, 1945)
6. Burma-China Campaign
  a. General Joseph Stillwell
  b. General Claire Chenault: The Flying Tigers
  c. Lord Mountbatten
7. Pacific Campaign
  a. Admiral Chester Nimitz
  b. General Douglas MacArthur
  c. Battles of the Islands
    (1) Coral Sea (May 1942)
    (2) Midway (June 1942)
    (3) Philippines
    (4) Guam
    (5) Iwo Jima
8. Japan
  a. Hiroshima (August 6, 1945)
  b. Nagasaki (August 9, 1945)
  c. V-J Day (September 2, 1945)

D. Non-military aspects of World War II
1. Life styles in the United States
  a. Rationing
  b. Internal mobility
  c. Employment
    (1) Blacks
    (2) Women: "Rosie the Riveter"
    (3) Civil Rights
2. Japanese-American treatment
3. Germany
  a. Gestapo
  b. Anti-semitism
  c. Labor camps
  d. Death camps
4. Occupied nations
  a. Vichy France
  b. Undergrounds

- E. International conferences
  - 1. Casablanca (January 1942)
    - a. United States
    - b. Britain
    - c. Decisions
  - 2. Cairo
  - 3. Teheran (November 1943)
    - a. United States
    - b. Britain
    - c. Soviet Union
    - d. Decisions
  - 4. Yalta Conference (February 1945)
    - a. The "Big Three"
      - (1) Franklin D. Roosevelt
      - (2) Winston Churchill
      - (3) Joseph Stalin
    - b. Decisions
      - (1) Disarmament plans
      - (2) Occupation plans
      - (3) Poland boundaries
      - (4) Russian entry into war against Japan
  - 5. Potsdam Conference (July 1945)
    - a. The "Big Three"
      - (1) Harry Truman
      - (2) Winston Churchill
      - (3) Joseph Stalin
    - b. Decisions
      - (1) Occupation of Germany
      - (2) Disarmament and reconstruction

Unit IV. Reconstruction and Readjustment to Peace

- A. Domestic adjustments
  - 1. Demographic
    - a. Veterans
    - b. "Baby boom"
    - c. Suburban growth
    - d. Employment patterns
  - 2. Economy
    - a. Business and industry
    - b. Transportation
    - c. Agriculture
    - d. International trade

3. Reactionism
   a. Internal Security Act of 1950
   b. McCarran-Walter Immigration Act of 1952
4. Election of 1948
   a. Harry Truman
   b. Thomas Dewey
   c. The polls

B. Reconstruction abroad
1. Holocaust revealed
   a. Nuremberg trials
   b. Japanese war crimes trials
2. Truman Doctrine (1947)
   a. Greece
   b. Turkey
3. Economic Recovery Plan (ERP)
   a. Marshall Plan
   b. 1948-1952
   c. Scope and features
4. Point Four Program
5. Power struggles resume
   a. West Germany re-unified
      (1) United States
      (2) Britain
      (3) France
   b. East Germany
      (1) Soviet Union
      (2) Berlin blockade
   c. Berlin air lift

OBJECTIVE 1

The student will list major points of disagreement between the Republican and Democratic Parties of the 1920's.

Concepts

Democrat, Republican, stability, change

Generalization

Beliefs, lifestyles, and values vary according to time, place, and circumstances and have a profound influence on historical choice.

CONTENT OUTLINE

I. The Twenties
  A. Elections of the 1920's
    1. Democratic party
    2. Republican party
      a. Warren G. Harding
      b. Calvin Coolidge
      c. Herbert C. Hoover

ACTIVITIES

(A) Read suggested references and write a comparative essay on the major points of disagreement between Democratic and Republican beliefs of the 1920's period. Note reasons for the acceptance or rejection of these ideas by the electorate.

(B) Read suggested references and list major points of disagreement between Democrats and Republicans of the 1920's period. Read a reference such as Will Rogers' How We Elect Our Presidents and share excerpts of the humor in class discussion.

(C) Report in some detail reasons given by at least two historians for social and political stances of the electorate of the 1920's. Locate and share with others examples of political cartoons, slogans, music, etc.

(Continued on next page)

A - On Level, B - Below Level, C - Above Level

(Special Interest) Develop a *Who's Who* for the 1920's and make up a game to learn personages in various fields of achievement and of notorious criminals.

*OBJECTIVE 2

The student will list major social and cultural changes in the 1920's.

Concepts

Change

Generalization

Beliefs, lifestyles and values vary according to time, place and circumstances and have profound influences on historical choices.

CONTENT OUTLINE

B. Social and cultural changes
  1. Demography
    a. Urbanization
    b. Immigration
    c. Social and geographic mobility
    d. Family relations
  2. Religion
  3. Arts and recreation
    a. Literature
    b. Music
    c. Dance
    d. Cinema
    e. Sports
    f. Travel

ACTIVITIES

(A) Write an essay based on readings describing emerging conflicts in the 1920's between urban and rural values as they related to (a) the family, (b) politics, (c) morals, and (d) recreation.

(B) Use an encyclopedia, almanac or other sources of statistical data showing the rural to urban shifts and immigration trends. Graph these data for class display and use these in explaining changes in the 1920's. List some emerging conflicts in the 1920's between urban and rural values.

(C) List conflicts which began to emerge in the 1920's between urban and rural values as they related to (a) the family, (b) politics, (c) morals, and (d) recreation. Explain why these conflicts developed in each of the four areas. Dramatize and role play

(Continued on next page)

examples using excerpts from references such as Life With Father, writings of F. Scott Fitzgerald, Only Yesterday or others suggested by a history or literature teacher.

(ABC) Interview persons who lived during the 1920's about their experiences. Develop an outline of questions or suggested topics. For instance, ask about their "first" - car, airplane, radio, movie. Ask about housing, work, child rearing, sports, newspapers, school, furniture, clothing, or similar topics. Write up the responses or make tapes accompanied by indexes and descriptions of the sources, topics, and dates of interviews.

(Special Interest) Use the record "I Can Hear It Now" 1919-1932, narrated by Edward R. Murrow to interest students in the period of the 1920s. The record has voice and/or narrations of Bing Crosby, Will Rogers, Aimee Semple McPherson, Jimmy Walker, Amos and Andy, and many others.

OBJECTIVE 3

The student will identify new sources of industrial power.

Concepts

Technology, "American ingenuity," continuity, change

Generalization

A number of inventions and technologies were identified with the characteristic known as "American ingenuity" and led to increased rates of change.

- -

CONTENT OUTLINE

C. Industrial development
  1. Power
  2. Technology
  3. Mass production

D. Transportation and communication
  1. Radio
  2. Telephone
  3. Automobile
  4. Airplane
  5. Charles A. Lindbergh
  6. Admiral Richard E. Byrd

E. Properity
  1. Business boom
  2. Wall Street
  3. Credit

ACTIVITIES

(ABC) Locate and participate in a simulation such as "Industrialization" from the U.S. Historical Kit - Mini-Plays.

(A) Prepare a bulletin board or some other graphic display representing economic developments of the early 1900's.

(B) Consult verbal and multi-media resources and prepare a class presentation relating to people and events related to innovations and achievements of the early 1900's.

(C) Create a way of sharing with other class members understandings about the relationships of industrial development, inventions and exploration. Identify these relationships through studies of standard reference works.

*OBJECTIVE 4

The student will tell the story of the Nineteenth Amendment.

Concepts

Reform, equal opportunity, citizenship

Generalization

American history has encompassed successive extensions of rights of democratic participation and to broader definitions of citizenship.

- -

CONTENT OUTLINE

F. Reformism
  1. Suffragettes
    a. Susan B. Anthony
    b. Amelia Bloomer
    c. Elizabeth C. Stanton
  2. Nineteenth Amendment

ACTIVITIES

(ABC) Locate and participate in a simulation such as "Herstory."

(A) Conduct a series of interviews of persons who remember the 1920's and persons interested in the ERA. Report the insights gained.

(B) View a film or filmstrip on Suffragette Movement and summarize the aspirations, resistance and scope of success.

(C) Read suggested references and compare efforts of various groups over the years as they have sought full citizenship.

*OBJECTIVE 5

The student will explain the "experiment with prohibition."

Concepts

Prohibition, amendment

Generalization

A basic principle of democratic government and the American Constitution is provision for correction of error.

- -

CONTENT OUTLINE

G. Restraint and repression
  1. Prohibition
    a. 18th Amendment and the Volstead Act
    b. Social repercussions
      (1) Bootleggers
      (2) Speakeasy
      (3) Crime
        (a) Al Capone
        (b) Bonnie and Clyde
  2. Repressive climate
    a. Red Scare
    b. Ku Klux Klan
    c. Sacco-Vanzetti trial

ACTIVITIES

(ABC) Write brief documented summaries of the enactment and social repercussions of the Prohibition Amendment. Include political, racial, ethnic, and religious reactionism.

OBJECTIVE 6

The student will identify economic, social and political aspects of the depression of the 1930's.

Concepts

Depression, market economy

Generalization

Every market economy experiences periodic fluctuations in its level of economic activity.

- -

CONTENT OUTLINE

H. The Crash of 1929
    1. Causal factors
        a. Overcapitalization
        b. Over supply
        c. Restricted markets
        d. Unsound banking practices
        e. Speculation
    2. Characteristics of depression
        a. Prices dropped
        b. Production dropped
        c. Unemployment increased and persisted
        d. Business and bank failures
        e. Credit and savings depleted

II. Franklin D. Roosevelt's New Deal
    A. Election of 1932

ACTIVITIES

(ABC) Participate in a simulation activity such as "Stock Market" or "Depression."

(A) Use at least three references to write brief descriptive paragraphs about each of the following: Herbert Hoover, Al Smith, Franklin D. Roosevelt, the New Deal, the Bonus March on Washington, the Reconstruction Finance Corporation, the Hawley-Smoot Tariff, the G.O.P., and the stock market crash of 1929.

(B) Use the textbook and an encyclopedia and write a paragraph about each of the topics listed for Activity A.

(C) Do Activity A. Include paragraphs in which the historic significance of each topic is discussed.

OBJECTIVE 7

The student will identify the major components of the Agricultural Adjustment Acts of 1933 and 1938.

Concepts

Regulation, judicial review, recovery, economic cycle

Generalization

The New Deal involved extensive and intensive actions designed to end the depression and bring about relief, recovery, and reform.

- -

CONTENT OUTLINE

B. New Deal features
  1. Production regulation
    a. Agricultural Adjustment Acts (AAA)
    b. National Recovery Act (NRA)
  2. Consumption stimulation
    a. Psychological
      (1) Fireside chats
      (2) Confidence and optimism themes
      (3) Security measures
    b. Labor legislation
      (1) Minimum wages
      (2) Encourged unemployment compensation
      (3) Rights of collective bargaining
      (4) National Labor Relations Board

ACTIVITIES

(A) Identify the major components of the Agricultural Adjustment Acts of 1933 and 1938. Explain why the 1933 Act was held unconstitutional.

(B) Tell the story of the circumstances of enactment and list major points of the Agricultural Acts of 1933 and 1938. Note which of the two was held to be unconstitutional.

(C) Explore the process of judicial review in the case of the United States v. Butler (AAA, 1933). Review the section of the Constitution cited as grounds for the ruling. Tell other class members about the case, the arguments, and ways it affected subsequent society. List the components of the Agricultural Adjustment Act of 1938.

*OBJECTIVE 8

The student will describe measures taken by the New Deal to promote recovery and will illustrate special purpose programs.

Concepts

Economic cycle, depression, recovery, reform

Generalization

The New Deal involved extensive and intensive actions designed to end the depression and bring about relief, recovery, and reform.

- -

CONTENT OUTLINE

3. Deficit budgeting
4. Public Works
    a. Public Works Administration (PWA)
    b. Works Progress Administration (WPA)
    c. Civilian Conservation Corps (CCC)
5. Banking and monetary reforms
    a. Federal Reserve Board strengthened
    b. Federal Deposit Insurance Corporation (FDIC)
    c. Easy money policy
6. Securities and Exchange Commission (SEC)
7. Tennessee Valley Authority (TVA)
8. Rural Electrification Association (REA)

ACTIVITIES

(AB) Study at least one of the New Deal programs. Interview persons who remember the 1930's. With others prepare a class presentation designed to make the program memorable. Test to see how well the group succeeded.

(C) Write a summary paragraph on each of the "alphabet" organizations listed in the course outline. Identify which of these succeeded and which of these failed and reasons for the results. Discuss "long-term" effects the "successes" have had on the shaping of American domestic or foreign policy.

(ABC) In cooperation with others make a packet of role cards for New Deal Era farmers, bakers, industrialists, unemployed workers,

(Continued on next page)

women, youths, minority group members. Study New Deal programs from the perspective of the person described on a role card drawn from the packet of cards. Meet with other members of the class who have drawn cards or persons from the same category (such as farmers or women) to form special interest groups. Compile the ideas of the interest group then participate in a full class discussion. Focus upon tasks or questions such as: (1) rank order programs from most to least effective and identify criteria used in the ranking, (2) rank order the special interest groups from those receiving most help to those least helped by New Deal programs, (3) identify which programs are still operative, and (4) identify groups for whom economic problems have persisted.

*OBJECTIVE 9

The student will discuss major features of the Social Security Act.

Concepts

Social Security

Generalization

The New Deal involved extensive and intensive actions designed to end the depression and bring about relief, recovery, and reform.

- -

CONTENT OUTLINE

9. Social Security Act (1935)

ACTIVITIES

(A) Construct a time line and trace major developments leading to initial enactment and subsequent extensions of the Social Security Act. Contact the nearest Social Security Office for assistance. Present the results of the study visually and orally.

(B) Interview at least one employee and two persons who are or have been recipients of Social Security benefits. Ask each about the costs, benefits, and procedures. Take notes and share the findings with other class members.

(C) Develop and share with other class members information about Social Security provisions. Use pictorial material such as may be found in magazines, the book Now Let Us Praise Famous Men and other publications relating to the era.

(Continued on next page)

(ABC) Request guidance in accomplishing any of the following not previously done: (1) apply for a Social Security card, (2) examine real or hypothetical checks showing Social Security deductions and/or payments, (3) examine forms used by employers in payments and reports, (4) locate the nearest Social Security office and inquire about services and information provided there, and (5) apply selected criteria and formulae used in computing payments and benefits.

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OBJECTIVE 10

The student will identify and describe roles of prominent personages influencing events and ideas of the New Deal Era.

Concepts

New Deal, conflict, influence

Generalization

Our modern political systems have evolved over time and have been influenced by various individuals and groups.

- -

CONTENT OUTLINE

C. Voices of the New Deal Era
  1. Brain trust and cabinet members
    a. Cordell Hull
    b. Henry Wallace
    c. Frances Perkins
    d. Bernard Baruch
  2. Critics
    a. Gerald L. K. Smith
    b. Huey P. Long
    c. Charles Coughlin
    d. Francis Townsend
    e. Westbrook Pegler
  3. Eleanor Roosevelt

ACTIVITIES

(ABC) Use reference works such as American Biography, Who's Who, encyclopedias, periodicals, and others as available to study selected "voices" of the New Deal Era. Contribute stories about their lives, times, and roles to class discussions. Include a Brain Truster, a critic and Eleanor Roosevelt.

(Special Interest) A study of the Longs and Louisiana politics enhanced by the film "Longs of Louisiana" makes an outstanding contribution to this period.

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*OBJECTIVE 11

The student will narrate, with references to maps, events leading up to World War II and identify the leaders of major nations participating in the War.

Concepts

Militarism, nationalism, imperialism, conflict, compromise, multiple causation

Generalization

Nationalism, militarism, and imperialism culminated in an "epidemic of world lawlessness" and World War II.

- -

CONTENT OUTLINE

III. World War II
    A. An "epidemic of world lawlessness" (FDR)
        1. Japan
            a. Military takeover
            b. Manchuria invasion (1931)
            c. China invasions (1931, 1937)
        2. Germany
            a. Nazi Party, Third Reich
            b. Re-armament
            c. Rhineland incursions (March 1936)
               Austrian incursion (March 1938)
            d. Czechoslovakia
                (1) Sudetenland (September 1938)
                (2) Munich Pact
                (3) Prague (March 1939)
            e. Alliances
                (1) Italy
                (2) Japan
                (3) Russia (August 1939)
            f. Poland invasion (September 1939)
                (1) "Blitzkreig"
                (2) France and Britain declare war

(Continued on next page)

ACTIVITIES

(A) Use a globe, an atlas and standard historical references to acquire information necessary to trace on a map the various alliances and military incursions leading up to World War II. Develop a time line and prepare to tell the story of the era using appropriate references.

(B) View a film or filmstrip and read accounts of the pre-World War II events and personages involved. Locate the places on a map, a globe, and a time line. Prepare to tell the stories of escalating hostilities using notes and other references.

(C) Read at least two interpretations of the causes of World War II. Test these against standard reference descriptions of chains of events, speeches, and writings of leaders and the geo-political situation of the period.

(Continued on next page)

g. European conquests (Spring 1940)
    (1) Denmark
    (2) Norway
    (3) Netherlands
    (4) Belgium
    (5) Luxembourg
    (6) France
        (a) Fall of Paris, 1940
        (b) Maginot Line
        (c) Dunkirk
h. Battle of Britain
i. The Soviet Union involved (1941)
j. Adolph Hitler (Der Fuehrer)
    Heinrich Himmler (Gestapo)
    Joseph Goebbels (Proaganda)
    Hermann Goering (Air Force)
    Erwin Rommel (Desert Fox)

3. Italy
    a. Fascism
    b. Ethopia invaded (1935)
    c. Alliances
    d. Benito Mussolini (Il Duce)

4. Spain
    a. Civil War (1936-39)
    b. Role of Germany and Italy
    c. Francisco Franco

5. France
    a. Fall of Paris
    b. Eduard Daladier
        Henri Petain
        Charles DeGaulle

6. Britain
    a. Dunkirk
    b. Battle of Britain
    c. Neville Chamberlain
        Winston Churchill
        Lord Mountbatten
        Clement Attlee

(ABC) Participate in activity such as "World War II" map games (EMA 241) which is designed to help in mastery of geographic terminology, skills, and historical information.

*OBJECTIVE 12

The student will identify leaders of major nations participating in World War II.

Concepts

Leadership

Generalization

Leadership within government is dependent upon the structure of that government and the degree to which power is controlled by varied segments of the society. The roles played by certain individuals have had profound influence on the course of history.

CONTENT OUTLINE

7. Russia
    a. Stalingrad
    b. Joseph Stalin
8. China
    a. Manchuria
    b. Chiang Kai-shek
9. The United States
    a. Neutrality Acts
    b. Atlantic Charter
    c. Lend Lease (March 1941)
    d. Responses to Japanese militarism
    e. Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, Chester Nimitz

(Continued on next page)

ACTIVITIES

(A) Read about the World War II period and roles of leaders of the various countries involved. Prepare and present for the class information about persons assigned. Include pictures and biographical sketches.

(B) View a film or filmstrip and listen to such tapes of speeches as may be available to supplement readings about a leader assigned by the teacher. Share information in class discussion of the period.

(C) Read a biography of one of the leaders being studied and share information with other class members. Survey the broader context in which this person played a role and write a report to be shared with other class members.

*OBJECTIVE 13

The student will describe features of mobilization for war.

Concepts

Mobilization

Generalization

Change in one aspect of a system affects all parts of the system.

CONTENT OUTLINE

B. Mobilization
  1. Military
    a. Draft
    b. Training
      (1) Maneuvers
      (2) College programs
    c. Equipment
  2. Production
    a. Munitions
    b. Food
    c. Supplies
    d. Staffing: Fair Employment Practices Committee
  3. Financing: Bond drives
  4. Psychological mobilization

ACTIVITIES

(A) Review previous studies of eras of mobilization for war and use the features characteristic of such periods to develop an outline of mobilization features to look for in similar periods. Prepare to illustrate aspects of mobilization for World War II.

(B) View a film or filmstrips about World War II and read available references. Develop a bulletin board or other visual display representing aspects of mobilization. Talk to people who remember the era about their roles and observations.

(C) Allocate topics of study in the outline for this section of the course among members of a small group. Locate pictorial magazines (such as *Life*) and use these in class symposiums on mobilization for World War II.

OBJECTIVE 14

The student will narrate selected events of World War II.

Concepts

Mobilization, war

Generalization

Participation of the United States in World War II included North Africa and Burma as well as major battles in the European and Pacific theaters of war.

CONTENT OUTLINE

C. United States entry into World War II
  1. Asian background
    a. Open Door Policy
    b. Japan
      (1) Attacks on China
      (2) French Indo-China (July 1941)
    c. United States response
      (1) Protest
      (2) Embargo
      (3) Freeze on Japanese assets
    d. Pearl Harbor (December 7, 1941)
      (1) United States declaration of war
      (2) Axis declaration of war
  2. Japanese conquests
    a. Shanghai
    b. Guam
    c. Wake Island
    d. Hong Kong
    e. Malay Peninsula
    f. Singapore
    g. Dutch East Indies
    h. Philippines (May 1942)

(Continued on next page)

ACTIVITIES

(A) Use available resources to develop a series of picture cards representing events of World War II. Use these with other class members in practice of sequencing and telling stories of the conflicts.

(B) Supplement readings with interviews of persons who recall war experiences and with pictorial accounts such as *Life* magazines of the era. People in the community may have materials they will share. Develop and tell others in the class stories of campaigns. Use pictures and orally recounted information as well as maps and a time line.

(C) Develop for the class a series of carefully researched simulations of radio broadcasts or a "Time Marches On" type of movie news clip about selected persons and events of the era studied. Seek to convey a "feeling" for the time.

3. North African Campaign
    a. General Erwin Rommel (Desert Fox)
    b. General Bernard Montgomery
    c. General Dwight D. Eisenhower
    d. El Alamein (October 1942)
4. East European Campaign
    a. Stalingrad (1942)
    b. Russian offensive
        (1) Rumania
        (2) Bulgaria
        (3) Poland
5. West European Campaign
    a. Italy defeated
        (1) Anzio
        (2) Fall of Rome (June 1944)
    b. Normandy (D-Day)
        (1) The Low Countries
        (2) Battle of the Bulge (December 1944)
        (3) Berlin (May 2, 1945)
        (4) V-E Day (May 8, 1945)
6. Burma-China Campaign
    a. General Joseph Stillwell
    b. General Claire Chenault: The Flying Tigers
    c. Lord Mountbatten
7. Pacific Campaign
    a. Admiral Chester Nimitz
    b. General Douglas MacArthur
    c. Battles of the Islands
        (1) Coral Sea (May 1942)
        (2) Midway (June 1942)
        (3) Philippines
        (4) Guam
        (5) Iwo Jima
8. Japan
    a. Hiroshima (August 6, 1945)
    b. Nagasaki (August 9, 1945)
    c. V-J Day (September 2, 1945)

OBJECTIVE 15

The student will analyze and compare democratic and fascist value systems.

Concepts

Democracy, fascism, values

Generalization

Values of a society, or dominant group therein, are implicit in the political documents and behavior of a people.

CONTENT OUTLINE

D. Non-military aspects of World War II
  1. Life styles in the United States
    a. Rationing
    b. Internal mobility
    c. Employment
      (1) Blacks
      (2) Women
        "Rosie the Riveter"
      (3) Civil Rights
  2. Japanese-American treatment
  3. Germany
    a. Gestapo
    b. Anti-semitism
    c. Labor camps
    d. Death camps
  4. Occupied nations
    a. Vichy France
    b. Undergrounds

ACTIVITIES

(ABC) Participate in a simulation such as the "Koremastu Trial" which is designed to yield insight into the Japanese relocation center decisions and to affective dimensions of the problem.

Participate in a simulation such as "Gestapo" which challenges participants to imagine what it would have been like to have served in Hitler's Germany during the 1933-1945 period of time.

OBJECTIVE 16

The student will identify and discuss decisions arrived at by the "Big Three" at the Yalta and Potsdam conferences.

Concepts

Conflict, compromise, representative government

Generalization

Relationships among nations involve political, economic, social and cultural interaction. Sometimes major decisions are made by a small group of individuals empowered by those they represent.

CONTENT OUTLINE

E. International conferences
- 1. Casablanca (January 1942)
    - a. United States
    - b. Britain
    - c. Decisions
- 2. Cairo
- 3. Teheran (November 1943)
    - a. United States
    - b. Britain
    - c. Soviet Union
    - d. Decisions
- 4. Yalta Conference (February 1945)
    - a. The "Big Three"
        - (1) Franklin D. Roosevelt
        - (2) Winston Churchill
        - (3) Joseph Stalin
    - b. Decisions
        - (1) Disarmament plans
        - (2) Occupation plans
        - (3) Poland boundaries
        - (4) Russian entry into war against Japan

(Continued on next page)

ACTIVITIES

(A) Listen to class presentations, take notes, and read suggested references. Use information collected to tell the stories of the Yalta and Potsdam conferences. Include the persons, countries concerned and decisions.

(B) View a film or filmstrip, listen to other class presentations, and read textbook treatments of the topic of the Yalta and Potsdam conferences. Tell the story of these meetings and the outcomes. Locate photographs of the "Big Three" of each conference.

(C) Identify, read, and share with others contrasting historical interpretations of the Yalta and Potsdam conferences and their consequences.

5. Potsdam Conference (July 1945)
    a. The "Big Three"
        (1) Harry Truman
        (2) Winston Churchill
        (3) Joseph Stalin
    b. Decisions
        (1) Occupation of Germany
        (2) Disarmament and reconstruction

*OBJECTIVE 17

The student will list and discuss some characteristic problems and opportunities experienced by various groups in adjustment to peace.

Concepts

De-mobilization

Generalization

Change in one aspect of a system affects all aspects of the system.

- -

CONTENT OUTLINE

IV. Reconstruction and Readjustment to Peace
    A. Domestic adjustments
        1. Demographic
            a. Veterans
            b. "Baby boom"
            c. Suburban growth
            d. Employment patterns
        2. Economy
            a. Business and industry
            b. Transportation
            c. Agriculture
            d. International trade
        3. Reactionism
            a. Internal Security Act of 1950
            b. McCarran-Walter Immigration Act of 1950
        4. Election of 1948
            a. Harry Truman
            b. Thomas Dewey
            c. The polls

ACTIVITIES

(A) Prepare a comparative report on post-war periods emphasizing necessary adjustments to returns to civilian life. Include interviews of persons with first-hand knowledge of problems and opportunities.

(B) Interview several World War II veterans and summarize their responses to questions about their experiences. Compare these responses to textbook descriptions of the era. Do the same for Korean and Vietnam veterans. Discuss similarities and differences.

(C) Prepare a report on post-war periods emphasizing adjustments of various segments of society to de-mobilization. Explain long range impacts of changes and policies in the areas of demography, civil rights, and the economy that followed World War II.

*OBJECTIVE 18

The student will describe general purposes of selected programs and policies that shaped reconstruction and readjustments after World War II.

Concepts

Reconstruction, continuity, change

Generalization

Some recurrent post-war problems were anticipated and solutions planned; others were as neglected and problematic as in the past.

- -

CONTENT OUTLINE

B. Reconstruction abroad
   1. Holocaust revealed
      a. Nuremberg trials
      b. Japanese war crimes trials
   2. Truman Doctrine (1947)
      a. Greece
      b. Turkey
   3. Economic Recovery Plan (ERP)
      a. Marshall Plan
      b. 1948-1952
      c. Scope and features
   4. Point Four Program
   5. Power struggles resume
      a. West Germany re-unified
         (1) United States
         (2) Britain
         (3) France
      b. East Germany
         (1) Soviet Union
         (2) Berlin blockade
      c. Berlin air lift

ACTIVITIES

(A) Read about and discuss international and domestic policies and programs of the period following World War II. Select one program for special study and report to the class the story of the persons, events, and places involved or affected.

(B) View a filmstrip or other graphic materials telling about the Holocaust and war crimes trials, the Marshall plan, and the Berlin Airlift. Recount the drama of these historic events for other class members.

(C) Survey the literature about the various programs and policies being studied. Provide the class with graphed, taped, mapped, and/or pictorial displays and narrate selected events with reference to the audio-visuals.

VOCABULARY

- advertising
- marketing
- fads
- depression
- stock market crash
- Great Depression
- domestic affairs
- "Red Scare"
- "rugged individualism"
- prosperity
- Teapot Dome scandal
- fiscal year
- "normalcy"
- veteran
- bonus
- Hawley-Smoot Tariff
- speakeasy
- "Big Four"
- reparations

- armaments
- "Big Three"
- New Deal
- "boondoggling"
- direct relief
- critic
- subsidy
- "pump priming"
- bank holiday
- devaluing the dollar
- collective bargaining
- alphabet legislation
- liberal
- conservative
- "100 Days"
- recession
- "court packing"
- sit-down strike
- minimum wage

- purge
- deficit spending
- capitalism
- dictatorship
- totalitarian
- fascism
- Axis Powers
- isolationism
- appeasement
- blitzkrieg
- "arsenal of democracy"
- internationalist
- "United Nations"
- "scorched earth" policy
- rationing
- Nisei
- concentration camps
- "Operation Overlord"
- socialism

"island-hopping"

anti-Semitism

autocracy

theatre of war

Vichy government

D-Day

Communism

atomic bomb

GI Joe

AMERICAN HISTORY

Section VI. Problems and Prospects

Overview

The design of this section extends from the Truman years to the election of President Ronald Reagan. Students are to come to understand that beliefs, life styles and values vary according to the place and circumstance and have profound consequences in human history. They are to learn about demographic patterns with the continuities and changes that have occurred during the 20th century. Cycles of prosperity and depression provide occasions for trying to sort out causal factors related to each and to expand the options to be considered in seeking to improve the quality of life in the future. Students are to be taught about the New Deal, the Fair Deal, the New Frontier and the Great Society programs of social legislation. The program of studies encompasses opportunities to gain insight into the massive mobilization and destructions of World War II. Studies of the subsequent reconstruction period show how some individuals, groups, and nations have arisen pheonix-like to new powers and prosperity. The dismantling of former empires, the forging of new nations and the recurrent hot and cold conflicts that followed convey continuities and changes that have characterized human history.

Students are to be engaged in activities to promote understanding of domestic and global developments, to encourage recognition of injustices and to increase capacities for appropriate intellectual, social and affective responses.

Section Six: Problems and Prospects

Unit I. Truman's Fair Deal
- A. Social legislation
  - 1. Characteristics
  - 2. Examples
- B. Domestic programs
  - 1. Labor
    - a. Minimum wages
    - b. Labor Management Relations Act (1947)
    - c. Taft-Hartley controversy
  - 2. Social Security
  - 3. Civil Rights
  - 4. Internal improvements
    - a. Reclamation
    - b. Rural electrification extensions
  - 5. GI Bill
  - 6. Federal aid extensions
    - a. Housing
    - b. Health insurance
- C. Social programs compared
  - 1. New Deal
  - 2. Fair Deal
  - 3. New Frontier
  - 4. Great Society
- D. The United Nations
  - 1. Membership
  - 2. Purposes
  - 3. Structure
  - 4. Leaders

Unit II. Cold War and Korea
- A. Cold War
  - 1. John Foster Dulles
  - 2. Iron curtain
  - 3. Containment policy

- B. Korea
  - 1. Background
    - a. Chiang Kai-shek defeat (1949)
    - b. Korea freed from Japan (1945)
      - (1) Partitioned at 38° parallel
      - (2) United States Zone: South Korea
      - (3) Soviet Zone: North Korea
  - 2. North Korea invaded South Korea (June 1950)
    - a. USSR trained and equipped troops
    - b. United Nations Security Council condemned
  - 3. United Nations Internal Force
    - a. General Douglas MacArthur
    - b. United Nations troops (19)
  - 4. China response
    - a. Yalu River
    - b. 38° parallel
  - 5. The fighting war
  - 6. Truce (1953)
- C. Changing times
  - 1. Race relations
  - 2. International relations

Unit III. The Eisenhower Years (1953-61)

- A. International associations
  - 1. 1940's
    - a. United Nations (UN, 1946)
    - b. North Atlantic Treaty Organization (NATO, 1947)
    - c. Organization of American States (OAS, 1948)
  - 2. 1950's
    - a. Southeast Asia Treaty Organization (SEATO, 1954)
    - b. Central Treaty Organization (CENTO, 1955)
    - c. Warsaw Pact (Soviet Union and satellites, 1955)
- B. Domestic features of the 1950's
  - 1. Characteristics
    - a. Affluence
    - b. Population growth
    - c. Television
    - d. Generation gap
    - e. Appalachia

    2. Election of 1952
        a. Dwight D. Eisenhower--Richard M. Nixon
        b. Adlai Stevenson
    3. Programs and policies
        a. "Modern Republicanism"
        b. Department of Health, Education and Welfare: Oveta Culp Hobby
        c. McClellan Committee
        d. Landrum-Griffin Act (1959)
        e. Alaska and Hawaii admitted to statehood (1959)
        f. Soil bank
    4. Joseph McCarthy
    5. Scandals
C. International
    1. John Foster Dulles
    2. Summit Conference
        a. Dwight D. Eisenhower
        b. Nikita Khrushchev (1953)
    3. Eisenhower Doctrine
        a. Israel
            (1) David Ben Gurion
            (2) Golda Meir
        b. Egypt: Gamel Addel Nasser
        c. Suez Crisis (1956)
    4. Sputnik (1957)
    5. U-2 Incident (1960)
    6. Second Berlin Crisis (1961)
    7. Cuba
        a. Embargo
        b. Boycott
    8. French Indo-China

Unit IV. The 1960's
A. Kennedy's "New Frontier" (1961-63)
    1. Election of 1960
        a. John F. Kennedy--Lyndon B. Johnson
        b. Richard M. Nixon--Henry Cabot Lodge
        c. Television debates
        d. Religious issue
    2. Domestic policies and programs
        a. Camelot
            (1) "The Brightest and Best"
            (2) Style and image

- b. Social programs
  - (1) Civil Rights
  - (2) Support of the arts
- 3. International policies and programs
  - a. Peace Corps
  - b. Southeast Asia
    - (1) Technical assistance
    - (2) Green Berets
  - c. African nationalism
  - d. Cuban missile crisis
    - (1) Revolution of 1959
      - (a) Fulgencio Batista
      - (b) Fidel Castro
    - (2) Bay of Pigs (1961)
    - (3) USSR missiles
- 4. Assassination (November 22, 1963)

B. Lyndon Johnson's Great Society (1963-1969)

- 1. Transition
- 2. Election of 1964
  - a. Lyndon B. Johnson--Hubert H. Humphrey
  - b. Barry Goldwater--William E. Miller
- 3. War on Poverty
- 4. Health legislation
  - a. Medicare (1965)
  - b. Medicade
- 5. Cabinet additions
  - a. Housing and Urban Development (1965)
  - b. Transportation (1966)
- 6. Economy
  - a. Affluence
  - b. Guns and butter
- 7. Civil Rights
  - a. Background
    - (1) Civil Rights Act of 1875
    - (2) Plessy vs. Ferguson (1896)
    - (3) Dred Scott Decision
  - b. Brown vs. Board of Education (1954)
  - c. Civil Rights Acts
    - (1) 1957
    - (2) 1960
    - (3) 1964
    - (4) 1968

- d. Martin Luther King
  - (1) Nobel Peace Prize (1964)
  - (2) NAACP

C. Vietnam (1961-1975)

- 1. Background
  - a. Communist expansion in China
    - (1) Chiang Kai-shek
    - (2) Mao Tse-tung
    - (3) Civil War after Japanese defeat (1945)
    - (4) Formosa/Taiwan (1945)
  - b. French Indo-China
    - (1) Japanese Occupation, World War II
    - (2) Viet Minh
      - (a) Ho Chi Minh
      - (b) French resumption of power
      - (c) USSR aid
    - (3) Dien Bien Phu (1954)
  - c. Geneva Conference (1954)
    - (1) Cambodia
    - (2) Laos
    - (3) North and South Vietnam
  - d. SEATO (1954)
- 2. Ngo Dinh Diem takeover
  - a. Vietcong
  - b. Religious unrest
  - c. Government corruption
- 3. General Nguyen Van Thieu (1967)
- 4. United States involvement
  - a. Eisenhower aid to South Vietnam
  - b. John Foster Dulles
  - c. CIA
  - d. Kennedy increased aid
  - e. Johnson escalated aid (1965)
  - f. Nixon "Vietnamization" and withdrawal (1973)
- 5. Guerilla warfare
- 6. Vietnam re-unified
  - a. Thieu collapse (April 1975)
  - b. Communist control (1976)

D. Conflict and violence of the 1960's
  1. Assassinations
    a. John F. Kennedy (November 22, 1963)
    b. Robert F. Kennedy (June 4, 1968)
    c. Martin Luther King (April 4, 1968)
  2. Nuclear proliferation
  3. Race riots
  4. Campus unrest
  5. Counter culture
  6. Labor: Ceasar Chavez
  7. Third World de-colonialization

Unit V. The Nixon and Ford Administrations
A. Richard M. Nixon
  1. Elections of 1968 and 1972
    a. Spiro Agnew
    b. Hubert Humphrey
    c. George Wallace
    d. George McGovern
  2. Domestic issues
    a. Vietnam opposition
    b. Draft resistance
    c. Civil rights
    d. Nuclear proliferation
    e. Pollution
    f. Crime
    g. Economic downturn
      (1) Devaluation
      (2) Wage and price freeze
  3. International issues
    a. Cambodian bombing
    b. De-escalation and withdrawal from Vietnam
    c. China
    d. Middle East
  4. Watergate
    a. Break in
    b Executive
      (1) Bob Haldeman
      (2) John Erlichman
      (3) John Mitchell
      (4) John Dean

- c. Legislative investigations
  - (1) Sam Ervin
  - (2) Peter Rondino
- d. Judicial investigations
  - (1) Judge John Sirica
  - (2) Special Prosecutor - Leon Jaworski
- e. The press
- f. The tapes
- g. Resignation (August 9, 1974)

B. Gerald Ford (1974-1977)

- 1. Pardon controversy
- 2. Amnesty
- 3. Cambodia: Magayuez Affair (March 1975)
- 4. Russian grain deal
- 5. Middle East

Unit VI. The Carter Years

A. Election of 1976

- 1. Jimmy Carter
- 2. Walter Mondale
- 3. Gerald Ford
- 4. Ronald Reagan
- 5. Robert Dole
- 6. Platforms
- 7. Voting patterns

B. Energy

C. Economy (1977)

- 1. Inflation continuation
- 2. Unemployment curtailed
- 3. Business capital investment confident
- 4. Consumer spending increasing

D. Panama Canal

E. Middle East - Iran and the hostages

F. Election of 1980

Unit V. Reagan, a Change in Direction

A. Republican gains in the House and Senate

B. New economic policies

OBJECTIVE 1

Students will recognize or create examples of social legislation.

Concepts

Social legislation

Generalization

Truman's Fair Deal focused upon social legislation designed to improve the quality of life for all Americans.

CONTENT OUTLINE

I. Truman's Fair Deal
    A. Social legislation
        1. Characteristics
        2. Examples

ACTIVITIES

(A) Look up and note definitions of the characteristics of social legislation. Identify some examples. Locate or formulate criteria for use in assessing effects of such legislation. Apply the criteria to one piece of social legislation of the era being studied. Share this with other class members.

(B) Use a textbook description or definition of social legislation to locate examples during the era studied and in recent news. Place examples on index cards and let other class members agree or disagree about whether each has satisfied the definition's requirements.

(C) Write an essay on social legislation and its effects on American society. Discuss the probable role and possible forms of social legislation in the future. Project the need for additional or modified programs for the year 2000.

A - On Level, B - Below Level, C - Above Level

(Continued on next page)

(Special Interest) Science fiction buffs are invited to share examples of imaginative extrapolations of alternative futures. A guest with special interests might be invited to stimulate such a project. Check area colleges or universities for the availability of scholars of science fiction as it relates to social policy.

*OBJECTIVE 2

The student will describe general characteristics and identify examples of domestic Fair Deal programs.

Concepts

Social legislation

Generalization

Fair Deal social legislation touched upon a wide array of social and economic problems and aspirations of a nation in the process of rapid change.

- -

CONTENT OUTLINE

B. Domestic programs
  1. Labor
    a. Minimum wages
    b. Labor Management Relations Act (1947)
    c. Taft-Hartley controversy
  2. Social Security
  3. Civil Rights
  4. Internal improvements
    a. Reclamation
    b. Rural electrification extensions
  5. GI Bill
  6. Federal aid extensions
    a. Housing
    b. Health insurance

ACTIVITIES

(A) Read descriptions of Fair Deal programs and news articles of the period describing debates about the bills involved. Write a documented report on one program assigned by the teacher and use the report in a "Fair Deal Symposium."

(B) Prepare for class presentation a simulated radio program for the 1940's. Include news relating to political, economic, and cultural events as well as music and other interests. Request other class members to serve as interview subjects or in other roles.

(C) Prepare to serve as consultants and interview subjects for a class presentation designed to convey general characteristics of Fair Deal programs and personages of the era.

OBJECTIVE 3

The student will describe and compare New Deal, Fair Deal, New Frontier, and Great Society programs.

Concepts

Continuity, change

Generalization

Beliefs, life styles, and values vary according to time, place, and circumstance. Belief in the rights of life, liberty and pursuit of happiness have provided more widespread opportunities for all.

CONTENT OUTLINE

C. Social programs compared
   1. New Deal
   2. Fair Deal
   3. New Frontier
   4. Great Society

ACTIVITIES

(A) Chart features of the programs under study, along with the president, purpose and accomplishments associated with each.

(B) Develop a time line for the programs being studied and use it as a reference in telling the stories of the presidents concerned and their programs. Convey the drama of the times.

(C) Review the various programs then allocate them among small group members. Organize graphic and dramatized displays to point up continuities, changes, similarities, and contrasts.

(Special Interest) Trace the Fair Deal Civil Rights program back to its roots in early United States history and forward into the present.

OBJECTIVE 4

The student will use charts to verbally describe purposes and functions of the United Nations and its organs.

Concepts

World government

Generalization

Efforts toward international organizations and cooperation to pursue common purposes of participating nations have been recurrent.

- -

CONTENT OUTLINE

D. The United Nations
  1. Membership
  2. Purposes
  3. Structure
  4. Leaders

ACTIVITIES

(A) Use standard references to prepare narrative explanations of the United Nations' structure and functions. Locate or construct a chart for reference.

Lead the class in a simulated session.

(B) View a filmstrip and study charts and descriptions of selected features, functions, and personages of the United Nations. Practice with others in telling about the agencies and what they do.

Participate in the simulated United Nations session and assist by making signs for participating nations.

(C) Research and assist with the simulated United Nations meeting. Help orient and debrief other class members. Include outline summaries and chalk-talks.

*OBJECTIVE 5

The student will summarize selected features of conflict and compromise of the Cold War and the Korean War.

Concepts

Conflict, compromise, communism

Generalization

An important aspect of America's foreign relations has been the growing economic interdependence of the world. Competing nationalistic rivalries create conflicts among nations.

- -

CONTENT OUTLINE

II. Cold War and Korea
  A. Cold War
    1. John Foster Dulles
    2. Iron curtain
    3. Containment policy
  B. Korea
    1. Background
      a. Chiang Kai-shek defeat (1949)
      b. Korea freed from Japan (1945)
        (1) Partitioned at 38° parallel
        (2) U.S. Zone: South Korea
        (3) USSR Zone: North Korea
    2. North Korea invaded South Korea (June 1950)
      a. USSR trained and equipped troops
      b. UN Security Council condemned
    3. UN International Force
      a. General Douglas MacArthur
      b. United Nations troops (19)
    4. China response
      a. Yalu River
      b. 38° parallel
    5. The fighting war
    6. Truce (1953)

ACTIVITIES

(A) Locate Korea on a map and develop a time line of events of the "cold" and "hot" aspects of the conflict. Read pertinent articles from magazines such as _Time_ or _U.S. News and World Report_.

(B) Read articles from a publication such as the _Reader's Digest_ or _Life_ treating the era's concerns relating to communist expansion. Summarize these views.

(C) Read articles from a publication such as _Harper's_, _Saturday Review_, or _Atlantic Monthly_ relating to the Cold War and the Korean War. Lead the class in a round table discussion to share information and interpretations. Assume special responsibility for analysis of articles for bias, emotionalism, and logical shortcomings.

*OBJECTIVE 6

The student will increase willingness to consider issues from varied points of view.

Concepts

Points of view, empathy

Generalization

Beliefs, life styles, and values vary according to time, place, and circumstance and affect the ways one views events.

CONTENT OUTLINE	ACTIVITIES
C. Changing times 1. Race relations 2. International relations	(ABC) Participate in a simulation such as "Sunshine" which deals with self-concepts, race relations, and needs for empathy. Participate in a simulation such as "Dangerous Parallels" or "The Games of Brinksmanship" which offers opportunities to take roles and gain insights from international perspectives.

OBJECTIVE 7

The student will locate on map and globe the world regions involved in selected international organizations and outline major functions of each organization.

Concepts

International alliances

Generalization

Nations enter into varied kinds of agreements with other nations to facilitate trade, to promote security, and to enable scientific and cultural exchanges.

CONTENT OUTLINE

III. The Eisenhower Years (1953-61)
    A. International associations
        1. The 1940's
            a. United Nations (UN, 1946)
            b. North Atlantic Treaty Organization (NATO, 1947)
            c. Organization of American States (OAS, 1948)
        2. The 1950's
            a. Southeast Asia Treaty Organization (SEATO, 1954)
            b. Central Treaty Organization (CENTO, 1955)
            c. Warsaw Pact (Soviet Union and satellites, 1955)

ACTIVITIES

(ABC) Use recommended references, current periodicals, and radio and television news programs to regularly update maps and globes marked to show international alliances. Keep a notebook of organizations. Include maps, newsclips, and summaries of roles and actions.

*OBJECTIVE 8

The student will narrate characteristics of the Eisenhower administration's domestic programs.

Concepts

Affluence, McCarthyism

Generalization

Beliefs, values, and life styles vary according to time, place, and circumstances. Population growth and density affect a nation's political, social, and cultural attitudes.

CONTENT OUTLINE

B. Domestic features of the 1950's
  1. Characteristics
    a. Affluence
    b. Population growth
    c. Television
    d. Generation gap
    e. Appalachia
  2. Election of 1952
    a. Dwight D. Eisenhower--Richard M. Nixon
    b. Adlai Stevenson
  3. Programs and policies
    a. "Modern Republicanism"
    b. Department of Health, Education and Welfare:
      Oveta Culp Hobby
    c. McClellan Committee
    d. Landrum-Griffin Act (1959)
    e. Alaska and Hawaii admitted to statehood (1959)
    f. Soil bank
  4. Joseph McCarthy
  5. Scandals

ACTIVITIES

(A) Locate copies of news magazines of the 1950's and develop a display of photographs of persons and events of the era. Prepare a "show and tell" narrative using an opaque projector for magazine pictures.

(B) Re-enact selected aspects of the election of 1952. Consider role playing candidates, campaign posters, television events or similar features. Read and take notes on class presentations about the 1950's as a part of preparation for characterizing the era.

(C) Present a carefully researched program on the 1950's such as is frequently presented on New Year's programs. Include music, sports, news, and persons in a broad scope to convey a "feel" for the period. Include also a more serious panel discussion of McCarthyism and ways the recurrent injustices represented thereby might be deterred in the future.

(Continued on next page)

(Special Interest) Write a reflective essay on the programs in education instituted during the Eisenhower administration.

OBJECTIVE 9

The student will recognize international events of the Eisenhower era.

Concepts

Conflict, compromise, cold war, conflict resolution strategies

Generalization

The relationships of the United States with other nations of the world involve political, economic, social, and cultural interactions. Competing nationalistic rivalries lead to conflicts of interest among nations.

- -

CONTENT OUTLINE

C. International
    1. John Foster Dulles
    2. Summit Conference
        a. Dwight D. Eisenhower
        b. Nikita S. Khrushchev
    3. Eisenhower Doctrine
        a. Israel
            (1) David Ben Gurion
            (2) Golda Meir
        b. Egypt:
            Gamel Abdel Nasser
        c. Suez Crisis (1956)
    4. Sputnik (1957)
    5. U-2 Incident (1960)
    6. Second Berlin Crisis (1961)
    7. Cuba
        a. Embargo
        b. Boycott
    8. French Indo-China

ACTIVITIES

(A) Read about the Eisenhower administration and interview persons who recall the period. Locate the places referred to on maps and write a documented update and expansion of your textbook's treatment of this period.

(B) Read about the U-2 Incident and make a bulletin board based on the flight itself.

(C) Prepare with others a symposium on Eisenhower's international role. Locate or simulate news accounts of some of them. Consider "channel changing" newscasts with for instance, Walter Cronkite and Eric Severeid, McNeil-Lehrer, and a Barbara Walters type of interview of a participant or some variant of these.

*OBJECTIVE 10

The student will tell about the excitement and dramatic events of the New Frontier.

Concepts

Continuity, change, charisma

Generalization

Certain individual personalities have converged with time, place, and circumstances in ways that have had profound influence on their era.

CONTENT OUTLINE

IV. The 1960's
- A. Kennedy's "New Frontier" (1961-63)
  - 1. Election of 1960
    - a. John F. Kennedy--Lyndon B. Johnson
    - b. Richard M. Nixon--Henry Cabot Lodge
    - c. Television debates
    - d. Religious issue
  - 2. Domestic policies and programs
    - a. Camelot
      - (1) "The Brightest and Best"
      - (2) Style and image
    - b. Social programs
      - (1) Civil Rights
      - (2) Support of the arts
  - 3. International policies and programs
    - a. Peace Corps
    - b. Southeast Asia
      - (1) Technical assistance
      - (2) Green Berets

ACTIVITIES

(ABC) Review standard reference material, view available films, and talk with adults about the Kennedy years. Invite persons with special knowledge and interest in this era to speak with the class. Try to recapture feelings of those charmed by the Kennedy style, wit and grace as well as those who were philosophically opposed to Kennedy policies.

- c. African nationalism
- d. Cuban missile crisis
    - (1) Revolution of 1959
        - (a) Fulgencio Batista
        - (b) Fidel Castro
    - (2) Bay of Pigs (1961)
    - (3) USSR missiles

4. Assassination (November 22, 1963)

(Special Interest) Assign one or all three topics: the Bay of Pigs Invasion, the Missile Crisis, the Kennedy Assassination.

OBJECTIVE 11

The student will analyze and compare Lyndon Johnson's Great Society goals, programs, and achievements.

Concepts

Continuity, change, social legislation

Generalization

One of the strengths of the United States government is in written provisions and an unbroken tradition of peaceful succession.

CONTENT OUTLINE

B. Lyndon Johnson's Great Society (1963-69)
  1. Transition
  2. Election of 1964
     a. Lyndon B. Johnson--Hubert H. Humphrey
     b. Barry Goldwater--William E. Miller
  3. War on Poverty
  4. Health legislation
     a. Medicare (1965)
     b. Medicade
  5. Cabinet additions
     a. Housing and Urban Development (1965)
     b. Transportation (1966)
  6. Economy
     a. Affluence
     b. Guns and butter

ACTIVITIES

(A) Role play participants in the 1964 campaign for the presidency. Summarize the issues and something of the persons and the milieu in which the campaign occurred.

(B) Draw campaign posters representing platforms of the 1964 campaign. Locate and share political cartoons of the era.

(C) Research, develop, and present a 1960's quiz program. Include some questions with visual and auditory cues.

*OBJECTIVE 12

The student will discuss the general nature of civil rights actions since World War II.

Concepts

Civil rights, continuity, change

Generalization

Beliefs, lifestyles, and values vary according to time, place and circumstances. Prejudice and discrimination have been recurrent problems in human history.

CONTENT OUTLINE

7. Civil Rights
   a. Background
      (1) Civil Rights Act of 1875
      (2) Plessy vs. Ferguson (1896)
      (3) Dred Scott Decision
   b. Brown vs. Board of Education (1954)
   c. Civil Rights Acts
      (1) 1957
      (2) 1960
      (3) 1964
      (4) 1968
   d. Martin Luther King
      (1) Nobel Peace Prize (1964)
      (2) NAACP

ACTIVITIES

(ABC) View a film, watch news clips, and read standard references and/or back issues of news magazines. Summarize and use a time line to narrate developments in the area of civil rights as they pertain to various segments of society.

OBJECTIVE 13

The student will use verbal and mapped references in recounting selected aspects of the Vietnam War.

Concepts

Nationalism, imperialism, militarism

Generalization

Competing nationalistic rivalries create conflicts among nations. An important aspect of America's foreign relations has been the growing economic interdependence of the world.

CONTENT OUTLINE

C. Vietnam (1961-1975)
  1. Background
    a. Communist expansion in China
      (1) Chiang Kai-shek
      (2) Mao Tse-tung
      (3) Civil War after Japanese defeat (1945)
      (4) Formosa/Taiwan (1945)
    b. French Indo-China
      (1) Japanese occupation, World War II
      (2) Viet Minh
        (a) Ho Chi Minh
        (b) Resist French resumption of power
        (c) USSR aid
      (3) Dien Bien Phu (1954)
    c. Geneva Conference (1954)
      (1) Cambodia
      (2) Laos
      (3) North and South Vietnam
    d. SEATO (1954)

(Continued on next page)

ACTIVITIES

(A) Develop a series of posters representing events in the Vietnam conflict. Create a game to practice sequencing and telling of the events.

(B) Consult with persons in the community who have had some direct contact with Red China and/or Vietnam. Ask them to share pictures, artifacts and/or stories of pertinent experiences.

(C) Survey the literature and write a documented "history" of the Vietnam conflict. Identify references that would need to be consulted for a more fully developed study.

(Special Interest) Read and do a book report on the award winning book Fire in the Lake. Discuss for the class differences between history books and history textbooks.

2. Ngo Dinh Diem takeover
    a. Vietcong
    b. Religious unrest
    c. Government corruption
3. General Nguyen Van Thieu (1967)
4. United States involvement
    a. Eisenhower aid to South Vietnam
    b. John Foster Dulles
    c. CIA
    d. Kennedy increased aid
    e. Johnson escalated aid (1965)
    f. Nixon "Vietnamization" and withdrawal (1973)
5. Guerilla warfare
6. Vietnam re-unified
    a. Thieu collapse (April 1975)
    b. Communist control (1976)

OBJECTIVE 14

The student will theorize about causes of violence and conflicts of the 1960's.

Concepts

Multiple causation, conflict, conflict management, resolution

Generalization

The 1960's were characterized by conflicts and violence in several aspects of the culture.

CONTENT OUTLINE

D. Conflict and violence of the 1960's
  1. Assassinations
    a. John F. Kennedy (November 22, 1963)
    b. Robert F. Kennedy (June 4, 1968)
    c. Martin Luther King, Jr. (April 4, 1968)
  2. Nuclear proliferation
  3. Race riots
  4. Campus unrest
  5. Counter culture
  6. Labor
    Ceasar Chavez
  7. Third World de-colonialization

ACTIVITIES

(ABC) Participate in readings and small group discussions focused upon trying to explain what would account for selected events and the general climate of the 1960's. Summarize the plausible "theories" orally and in writing.

OBJECTIVE 15

The student will identify selected events of the Nixon administration.

Concepts

Continuity, change

Generalization

The Nixon and Ford administrations encompassed remarkable and unprecedented events that are likely to be of continuing interest to historians of the future.

- -

CONTENT OUTLINE

- V. The Nixon and Ford Administrations
  - A. Richard M. Nixon
    - 1. Elections of 1968 and 1972
      - a. Spiro Agnew
      - b. Hubert H. Humphrey
      - c. George Wallace
      - d. George McGovern
    - 2. Domestic issues
      - a. Vietnam opposition
      - b. Draft resistance
      - c. Civil rights
      - d. Nuclear proliferation
      - e. Pollution
      - f. Crime
      - g. Economic downturn
        - (1) Devaluation
        - (2) Wage and Price freeze
    - 3. International issues
      - a. Cambodian bombing
      - b. De-escalation and withdrawal from Vietnam
      - c. China
      - d. Middle East

ACTIVITIES

(A) Work with others to write a documented historical article on assigned aspects of the time period 1968-72.

(B) Prepare time lines and maps for use with studies of events of the era and prepare to tell about persons who played important roles.

(C) Serve as "research consultant" and editor to compile a class study of the Nixon-Ford years. Assume major responsibility for the study outline and organization.

*OBJECTIVE 16

The student will describe and use the Watergate tragedy to illustrate ways the United States government's strength and resilience function under crisis conditions.

Concepts

Checks and balances, separation of powers, succession, impeachment

Generalization

One of the strengths of the United States government is in written provisions and an unbroken tradition of peaceful presidential succession.

CONTENT OUTLINE

- 4. Watergate
  - a. Break in
  - b. Executive
    - (1) Bob Haldeman
    - (2) John Erlichman
    - (3) John Mitchell
    - (4) John Dean
  - c. Legislative investigations
    - (1) Sam Ervin
    - (2) Peter Rondino
  - d. Judicial investigations
    - (1) Judge John Sirica
    - (2) Special Prosecutor - Leon Jaworski
  - e. The press
  - f. The tapes
  - g. Resignation (August 9, 1974)
- B. Gerald Ford (1974-77)
  - 1. Pardon controversy
  - 2. Amnesty
  - 3. Cambodia: Magayuez Affair (March 1975)
  - 4. Russian grain deal
  - 5. Middle East

ACTIVITIES

(ABC) Review recommended references describing the Watergate tragedy. Outline the charges and types of investigations. Show how basic principles of United States constitutional government functioned and sustained the system.

OBJECTIVE 17

The student will analyze and compare platforms and demographic responses of voters in the presidential campaign of 1976.

Concepts

Platforms, polls

Generalization

Polls have gained importance in political processes. Voting preferences reflect an array of value considerations.

- -

CONTENT OUTLINE

VI. The Carter Years
    A. Election of 1976
        1. Jimmy Carter
        2. Walter Mondale
        3. Gerald Ford
        4. Ronald Reagan
        5. Robert Dole
        6. Platforms
        7. Voting patterns
    B. Energy
    C. Economy (1977)
        1. Inflation continuation
        2. Unemployment curtailed
        3. Business capital investment confident
        4. Consumer spending increasing
    D. Panama Canal
    E. Middle East - Iran and the Hostages

VII. Reagan, A Change in Direction
    A. Republican gains in House and Senate
    B. New economic policies

ACTIVITIES

(ABC) Consult almanacs and other available reports of voter responses in the 1976 presidential campaign. Locate or construct a map and a table showing voting patterns of various segments of society. Discuss with others explanations of the vote. Use available polls to compare predicted and actual voting patterns.

(AB) Construct a table contrasting the policies of the Carter administration with those of the Reagan administration with respect to domestic social issues, domestic economic issues, and foreign policy issues.

(C) Contrast the composition of the current Congress to that of the Congress seated in 1980. What type of gains and/or losses have the major parties made? Analyze possible reasons for these shifts.

VOCABULARY

Fair Deal

Modern Republicanism

New Frontier

Great Society

"GI Bill of Rights"

demobilization

"Dixiecrats"

Common Market

Warren Report

assassination

Medicare

Appalachia

Watergate

Cold War

Hot War

"Big Five"

containment

satellite nations

iron curtain

bamboo curtain

police action

Chinese Nationalists

Great Debate

hydrogen weapons

Communism

socialism

Summit Conferences

cease-fire

hot line

escalation

DMZ

guerilla warfare

hawks

doves

silent majority

Vietnamization

Manhattan Project

automation

de facto segregation

open housing law

poverty

foreign aid

"flower children"

"hippies"

SAMPLE UNIT

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This sample unit from the eighth grade Louisiana Stuides guide can serve as a model for the American History guide. It contains many of the elements usually associated with a unit lesson plan.

The Louisiana Purchase

I. Overview - The purpose of this unit is to have students become more aware of the intricate negotiations that took place among the countries involved in the sale and transfer of Louisiana to the United States. They should also become familiar with the important persons who were instrumental in concluding the final negotiations of the sale. They should come to realize the vast importance of the purchase to the future greatness of our nation. This unit can be made a most interesting and delightful study dealing with the brilliant personalities, hopes, passions, disappointments and the thrilling incidents that are part of this story.

II. Objectives

A. Generalizations
1. A knowledge of the past is necessary to understand both the present and future events.
2. No historical events have resulted from a single cause.

B. Concepts
1. Geography - location
2. Social organization - social interaction
3. Economic - land
4. Political organization - conflict
5. Historical heritage - cause and effect

C. Skills
1. Locate places on maps and globes
2. Learn to relate the past to the present in the study of change and continuity in human affairs
3. Locate, gather and organize information

III. Procedure

A. The Louisiana Purchase
  1. Napoleon's plans for colonial empire
    a. Delay in occupation of Louisiana
    b. Failure to control West India
  2. Events leading to purchase
    a. Fear by the United States of French domination of Louisiana
    b. Proposal by Madison
    c. Withdrawal of right of deposit
    d. Livingston's and Monroe's negotiations
    e. Need of Napoleon for money and the French offer to sell
    f. Signing of Treaty
  3. Events following the purchase
    a. Opposition in France
    b. Reaction in the United States and Louisiana
  4. Formal transfer of Louisiana from Spain to France to the United States
    a. Pierre Laussat
    b. William C. C. Claiborne

Generalization: No historical events have resulted from a single cause.

Learner Outcome: The student will explain the reasons why the United States wanted to purchase Louisiana.

Activity: Give the students an outline map of North America showing the holdings on the continent by other countries as well as the United States. Ask them to speculate why the United States wanted Louisiana, using the maps for criteria. After they have researched the reasons, ask them to compare their findings with their speculations.

Learner Outcome: The student will list the major events leading to the Louisiana Purchase.

Activity: Ask students to research the activities of Livingston, Monroe, Napoleon, and Jefferson with regard to their diplomatic efforts regarding Louisiana. Have them examine and compare France's efforts and purposes as well as those of the United States. The activity should be concluded by having them state the advantages and disadvantages of the purchase to each country. Ask students to respond to this question: Was the purchase a stroke of American luck or was it a diplomatic victory for France?

400

Learner Outcome: The student will cite the importance of the Louisiana Purchase to the growth and development of the United States.

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Activity: This is an excellent opportunity to involve the students in good map work. Give them outline maps of the United States showing the purchase and have them draw in the states that were eventually developed from this land. Ask them to speculate on the future of the United States if France had maintained control. Have them compare the original cost of the United States with a "ball park" figure of its value today.

IV. Evaluation

While philosophical positions regarding evaluation of student achievement may differ, most educators recognize the significant impact of evaluation on students and its importance to the entire educational process. Evaluation of instructional progress involves a complex set of skills. If not performed properly, evaluation can lead to abuses.

The purpose of this section is to provide information on the evaluation of student progress and to cite examples of various types of evaluation.

The use of pre- and post-tests has gained support in recent years. The pre-test is administered prior to a new unit of study or at the beginning of a course to assess student needs and prior knowledge of the material to be studied. The teacher uses the results to adjust the objectives and the activities in the unit to compensate for student needs.

The post-test is administered at the end of the unit or course to measure progress and achievement. The results are useful in determining mastery of the skills and concepts required and in diagnosing any necessary remediation. It is hoped that the teacher will use the goals and objectives set forth in this guide to develop sets of pre- and post-tests to be administered with each unit of study.

Tests should be carefully constructed so that the type of test and the items on the test measure the students' mastery of what has been taught. Types of tests and test items should be varied to measure all levels of learning from the specific to the more complex and abstract. Students should be provided experience in taking both essay and objective tests. Objective test items should be varied to include multiple choice, fill-in-the-blank, matching, rearrangement, and alternative response.

Evaluation should not be limited to paper and pencil tests. Assigning a student a grade based solely upon test scores leaves a great deal of that student's abilities and talents untapped. Other important techniques to be included in evaluating student achievement and progress are observation of general class participation, group and individual oral reports, written assignments, creative assignments, and participation in activities such as role playing and simulations.

It is important to keep in mind that evaluation should measure what has been taught to determine if a child has met the objectives specified by the teacher. When grades are being determined, consideration should be given to test scores as well as other methods of evaluation. Student grades should reflect the extent of student mastery and should be justifiable. The meaning of the grade should be communicated in some way to both the student and the parents.

Examples:

Multiple Choice:

1. Jefferson felt that the purchase of Louisiana was essential to the welfare of the United States because
    a. The vast territory would enhance the power and prestige of the United States.
    b. He did not want Louisiana to become a British possession.
    c. He was afraid the United States would be hemmed in by foreign powers.
    d. All of the above reasons are correct.

2. Circle as your answer the event which occurred last:
    a. Monroe's mission to France.
    b. Withdrawal of right of deposit.
    c. Transfer of Louisiana to France.

3. Essay:

The Louisiana Purchase has often been called the greatest real estate deal in history. Discuss this statement and justify your answer by giving specific information. Write in good, clear sentences.

Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

Below are listed a few basic rules of test-making:

1. Have a clear and concise purpose in mind for the test.
2. Plan carefully for the test questions.
3. Make the test parallel the work in class.
4. Test what you teach.

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Evaluative Techniques

Purposes of evaluation in the social studies program are to improve curriculum, instruction, and learning. Each program and course should have an overall evaluation design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an examination item. In addition, some important evaluative information about affective development or side-effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and types of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluation design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision-making when they are anticipating immediate success or failure to depend upon ability recall of huge quantities of item details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay item is admirably suited to testing ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a page or two essay discuss the G.I. Bill. Include information about time, numbers and persons involved to emphasize the long-range political, economic, and social consequences.

Example: Write a three-page bibliographic essay. Include works with contrasting interpretations of the Lyndon B. Johnson administration. Defend your choice among the positions developed by the authors included.

Short answer questions tend to be more limited in the depth of responses elicited but expand the scope of the sampling of items that can be included in a single examination.

Example: Identify each of the following persons in a paragraph or less:

1. Wendell Willkie
2. John Jacob Astor
3. Marion Anderson
4. Eleanor Roosevelt

Example: Briefly describe the characteristics of a market economy.

Example: Define and contrast the functions of the legislative, executive
and judicial branches of government.

Most teachers are familiar with a variety of "easy scoring" types of test items. These can vary in levels of complexity and, when carefully and skillfully framed, can assess achievement of a considerable range of objectives. Bloom's Taxonomy, which is referenced at the end of this section of the guide, provides a collection of examples to assist in developing skill in matching items and levels of objectives. Objective test items need not be limited to trivial item-detail recall. For example, objective multiple choice items may be developed so that to some extent "why" rather than simply "who, what, where, and when" responses may be required.

Example: Thomas Jefferson advocated the purchase of Louisiana because:
_______1. The vast territory would enhance the power and prestige of the United States.
_______2. He did not want Louisiana to become a British possession.
_______3. He was afraid the United States would be hemmed in by foreign powers.
_______4. All of the above.

Questions like the above may be made to require higher levels of thought by pairing with other instruction such as: State reasons or cite evidence that would support your choice. This could be made into a "DBQ" (Documented Based Question). Access to references to be used in developing a response is an important feature of this type of test item.

Questions about chronology are essential to history examinations and aspects of tests in other social studies courses. They may serve to enhance development of a sense of history and to remind students that focusing upon chronological sequences is one way of understanding the world in which we live. Such questions can be organized in various ways.

Example: Place the letter of the event which occurred last in spaces provided
for each of the following:
_______1. (a) Battle of New Orleans
(b) Treaty of Ghent
(c) Capture of Washington, D.C.

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_______2. (a) Surrender of New Orleans
(b) Burning of the State Capitol
(c) Battle of Mansfield

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Example: Select and place beside the listed events the letter of the period that shows when the listed events occurred.

(a) 1560-1700, (b) 1700-1750, (c) 1750-1800, (d) 1800-1850

_______1. Crozat's grant
_______2. Louisiana Purchase
_______3. Founding of Fort Maurepas
_______4. Louisiana transferred to Spain
_______5. Donaldsonville became the Capital of Louisiana

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this type of test item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

Example: Look at the reference map(s) and respond to the following by placing the letter of the correct responses in the spaces provided.

_______1. Which area is hilly? (a) Claiborne Parish, (b) Cameron Parish, (c) East Baton Rouge Parish, (d) Lafayette Parish.
_______2. Which area has climate most suitable for growing wheat? (a) Mississippi, (b) Florida, (c) Kansas, (d) Massachusetts.
_______3. Which one has the densest population? (a) Maine, (b) Wyoming, (c) Pennsylvania, (d) Louisiana.

Example: Look at the reference map(s) and respond to the following:

1. Mark the portion of the outline map to show where you would most likely find hardwood forests.

2. Where would you most likely find the locations of old antebellum plantation homes? Why were they located as they were?

3. Why are Monroe, Shreveport, Baton Rouge and New Orleans manufacturing centers?

If there is a clearly thought-out overall evaluation design and if a variety of types of instruments and examination items are used, pupil skills and understandings of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of types of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

Suggested References:

Berg, Harry D. (ed.). *Evaluation in the Social Studies*, Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benhamin S. (ed.). *Taxonomy of Educational Objectives: Cognitive Domain*. New York: David McKay, 1956.

This reference work includes a collection of test item examples at several levels of recall as well as levels of comprehension, application, analysis, synthesis and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher made tests.

Buros, Oscar K. (ed.). *Social Studies Tests and Reviews*. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the *Mental Measurements Yearbook* and in *Tests in Print*.

Krathwohl, David (ed.). *Taxonomy of Educational Objectives: Affective Domain*. New York: David MaKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of test item examples keyed to an array of intermediate level objectives. Both volumes were developed under the aegis of American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G. (ed.). Developing Decision-Making Skills. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping write test items using the models provided.

Morse, Horace T. and McCune, George H. Selected Items for Testing of Study Skills and Critical Thinking. Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. "How To...." Series, Washington, D.C.: National Council for the Social Studies.

These six to eight-page practical guides to many classroom tasks include a number useful in writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers" provides arrays of test item examples by subject areas. It also has selections on standardized tests and on designing tests with multi-ethnic components.

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APPENDIX

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PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

I. Reading social studies materials at appropriate grade level	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	****	****	****	****	****	****	****	****	****	****	****
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	****	****	****	****	****	****	****	****	****
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	****	****	****	****	****	****	****	****
B. Define the problem for study	*	**	**	**	***	****	****	****	****	****	****	****	****
C. Review known information about the problem		*	**	**	**	***	****	****	****	****	****	****	****
D. Plan how to study the problem		*	**	**	**	**	***	****	****	****	****	****	****
E. Locate, gather and organize information					*	**	**	****	****	****	****	****	****
F. Summarize and draw tentative conclusions					*	**	**	***	****	****	****	****	****
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	****	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	****	****	****	****
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	****	****	****
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	****	****	****	****	****	****	****	****
2. Use intermediate directions, as southeast, northwest				*	**	***	****	****	****	****	****	****	****
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	****	****	****	****	****	****	****
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	****	****	****	****	****	****	****	****	****	****
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	****	****	****	****	****	****	****
6. Understand the use of the compass for direction					*	**	***	****	****	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	****	****	****	****	****	****	****
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	****	****	****	****	****
9. Use parallels and meridians in determining direction					*	**	**	***	****	****	****	****	****
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	****	****	****	****
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	****	****	****	****	****	****	****
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	****	****	****	****	****	****	****	****
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	****	****	****	****	****	****	****	****	****
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	****	****	****	****	****	****	****	****
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	** **	** **	** **	** **	** **	** **
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use map vocabulary and key accurately			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
8. Use longitude and latitude in locating places on wall maps					*	**	***	** **	** **	** **	** **	** **	** **
9. Use an atlas to locate places					*	**	**	***	** **	** **	** **	** **	** **
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	** **	** **	** **	** **	** **
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	** **	** **
12. Consult two or more maps to gather information about the same area					*	**	***	***	** **	** **	** **	** **	** **
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	** **	** **	** **	** **	** **	** **
14. Trace routes of travel by different means of transportation			*	**	**	***	** **	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	** **	** **	** **	** **	** **	** **
16. Read maps of various types which show elevation					*	**	***	** **	** **	** **	** **	** **	** **
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	** **
18. Learn to make simple sketch maps to show location			*	**	***	***	** **	** **	** **	** **	** **	** **	** **
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	** **	** **	** **	** **
4. Determine distance on a map by using a scale of miles					*	**	***	** **	** **	** **	** **	** **	** **
5. Compare maps of different size of the same area					*	**	**	**	***	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	** **	** **	** **	** **	** **
7. Compute distance between two points on maps of different scale					*	**	**	**	***	** **	** **	** **	** **
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	** **	** **	** **
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	** **	** **	** **
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to use legends on different kinds of maps			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	** **	** **	** **
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	** **	** **	** **	** **	** **
5. Interpret the elevation of the land from the flow of rivers								*	**	***	** **	** **	** **

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PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	****	****	****	****	****	****
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	****	****	****	****	****	****
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	****	****	****
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	****	****	****	****	****	****
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	****
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	****	****	****	****	****	****
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	****	****	****	****	****	****
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	****	****	****	****	****	****

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	** **
9. Learn to translate dates into centuries						*	**	***	** **	** **	** **	** **	** **
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to arrange personal experiences in order	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Learn to figure the length of time between two given dates					*	**	**	***	** **	** **	** **	** **	** **
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	** **
6. Understand and make simple time lines				*	**	**	***	** **	** **	** **	** **	** **	** **
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** **
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	** **	** **
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	** **	** **
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	** **	** **
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	** **	** **
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	** **	** **
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	** **	** **

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

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	GRADES												
D. Read newspapers, magazines, and pamphlets with discrimination	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

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3. Use the card catalogue to learn that:	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways—by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

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	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

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	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

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	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

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COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

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B. Write with clarify and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

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	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**